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ABSTRACT

In response to findings of excessive exclusion of students with disabilities from national and state educational assessments, this document was developed to provide a listing of states' guidelines for assessment accommodations for such students. Guidelines in current use were provided by 38 states. Of the remaining states, seven did not have state assessments and five did not have written guidelines on accommodations. An overview summarizes trends and commonalities in the following seven categories: (1) individualized education program function; (2) requirements for documentation of the use of accommodations; (3) use of the same accommodations for assessment as for instruction; (4) acceptability of specific accommodations; (5) allowing accommodations for students without disabilities; (6) out-of-level testing; and (7) reporting of results. The report notes that the use of accommodations in statewide assessments is quite prevalent but not very consistent and that nearly every state has revised its accommodations guidelines within the past 2 years. (DB)

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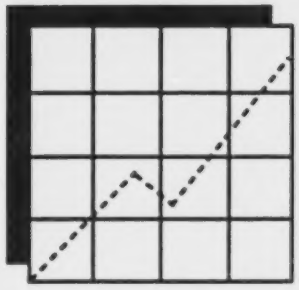

A Compilation of States' Guidelines for Accommodations in Assessments for Students with Disabilities

Prepared by:
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James E. Ysseldyke

National Center on Educational Outcomes

The College of Education
UNIVERSITY OF MINNESOTA

March, 1995

The National Center on Educational Outcomes (NCEO), established in 1990, works with state departments of education, national policy-making groups, and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud State University.

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A Compilation of States' Guidelines for Accommodations in Assessments for Students with Disabilities

Overview

The debate that has surrounded the finding of excessive exclusion of students with disabilities from national and state assessments (McGrew, Thurlow, Shriner, & Spiegel, 1992; McGrew, Thurlow, & Spiegel, 1993) is inextricably mixed with the provision of accommodations in assessments. It has been argued that when trying to increase the number of students with disabilities who are included in large-scale assessments, it is necessary to consider the use of reasonable accommodations in those assessments (Ysseldyke & Thurlow, 1994).

Concerns about the lack of accommodations in testing have been controversial for our major national educational assessment, the National Assessment of Educational Progress (NAEP). For several years now, the National Center for Education Statistics (NCES) has struggled with the issues surrounding the use of accommodations (see, for example, Houser, 1995). In 1994, for the first time since NCES took over the administration of NAEP, field tests were conducted to examine the possible use of accommodations in future administrations. The results of these field tests are not yet available.

In contrast to our national educational assessment, most states have for some time made provisions for students with disabilities to use accommodations during statewide assessments. In 1993, Thurlow, Ysseldyke, and Silverstein presented the accommodations guidelines from 21 states that indicated they had them at the time of a state survey conducted in 1992. In 1993, this information was updated (see Thurlow, Shriner, & Ysseldyke, 1994). At that time, 25 states provided their guidelines. By early 1995, a total of 39 states had guidelines for the use of accommodations by students with disabilities in their statewide assessments. (One of the states indicating it had guidelines was not currently using them because its state assessment had been suspended.) Obviously, much has been happening in the states in terms of writing guidelines about the use of accommodations in assessments.

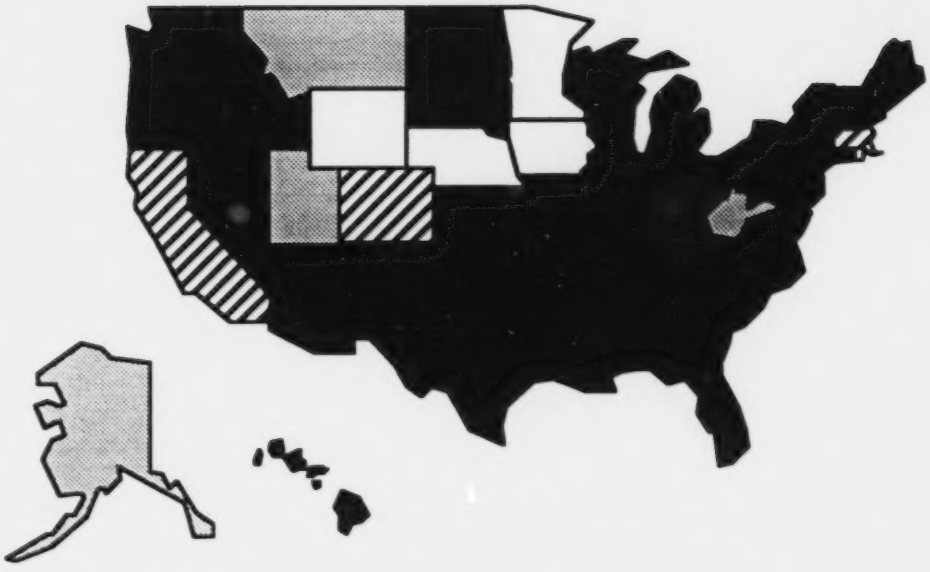
Probably one factor that has led to this activity is a recognition that both statutory and constitutional law imply that policies should provide individuals with disabilities the opportunity to participate in assessments with appropriate accommodations (Phillips, 1992; Thurlow et al., 1993). Most recently, the Americans with Disabilities Act (Public Law 103-336) required that accommodations and adaptations be made by businesses and agencies receiving federal funds:

> . . . appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities. (see Section 10[9])

These concepts are now reflected in national education reform law 103-227 (*Goals 2000: Educate America Act*) and in the revised elementary and secondary education act (103-328), now known as *Improving America's Schools Act.*

The purpose of this document is to provide an updated listing of the states' written guidelines on accommodations, modifications, and adaptations of assessments for students with disabilities. States without guidelines in the original report (Thurlow et al., 1993), or with guidelines older than 1991, were contacted via telephone, and requests made for their most recent written guidelines. Guidelines currently in use were provided by 38 states (see Figure 1). Of those not providing currently used guidelines, seven did not have state assessments (thus, no need for guidelines), and five states did not have written guidelines on accommodations even though they had assessments (Alaska, Montana, Rhode Island, Utah,

Figure 1
Status of Statewide Assessment and Guidelines for Accommodation (January, 1995)



No state assessment, no guidelines

Has guidelines, but assessment not implemented

Has state assessment, guidelines implemented

Has state assessment, no guidelines

and West Virginia). The states indicating that they did not have state assessments (or were not implementing them at the time, designated by *) were:

California*	Massachusetts*	Nebraska
Colorado*	Minnesota	Wyoming
Iowa		

For informational purposes the guidelines used in California before its assessment was suspended are included in this document.

Overview of the Guidelines

There is great variation in numbers and types of assessments that states employ, numbers of students assessed, and purposes of the assessment programs (see NCREL, 1994). In some states, accommodations vary as a function of the purpose of the assessment and/or the specific assessment. In others, the same guidelines apply, regardless of the assessment or purpose. We did not attempt to dictate how states gave us information, but rather obtained all that they were willing to share. In summarizing the guidelines we received, we have not differentiated among purposes or specific assessments.

States' guidelines on accommodations are highly variable in length. Differences in the size of original guidelines are reflected in this document, where the guidelines range from one sentence (Idaho) to seventeen pages (North Carolina).

Variability among states in terminology as well as in classification schemes is obvious in the existing written accommodations guidelines. Among the terms used to convey the concept of accommodations are: non-standard administration, mediation, modification, alteration, and adaptation. We have chosen here not to attempt to make distinctions among these terms. Any such distinctions probably would be artificial and not reflect actual use in the guidelines. States' accommodation classifications often follow a scheme in which the accommodation is in: (1) the presentation of the assessment, (2) the response made by the student, (3) the setting in which the assessment is administered, or (4) the timing or scheduling of the assessment. Other classification schemes that are used include ones based on the category of the disability, the specific test being administered, or accommodations appropriate for aggregation of test scores.

Despite the variability in the specific accommodations that are allowed within states' written guidelines, there are some important generalizations that can be reached about the current status of using accommodations in statewide assessments. We believe that these generalizations fall within seven categories: (a) IEP function, (b) requirements for documentation of the use of accommodations, (c) use of the same accommodations for assessment as for instruction, (d) acceptability of specific accommodations, (e) allowing accommodations for students without disabilities, (f) out-of-level testing, and (g) reporting of results. Each of these is discussed briefly here.

IEP function. The role of the Individualized Education Program (IEP) or IEP team in making decisions about accommodations that may be used by individual students with disabilities is a part of the guidelines in the following 22 states:

Alabama	Louisiana	Oklahoma
Arizona	Maine	South Carolina
Delaware	Maryland	Tennessee
Georgia	Missouri	Texas
Illinois	New Hampshire	Vermont
Indiana	New Jersey	Virginia
Kentucky	New Mexico	West Virginia
	New York	

In most of these states, the IEP document must include a statement about the specific accommodation(s) allowed in the statewide assessment(s). In other states the guidelines indicate that the IEP team identifies accommodations for instruction and/or assessment, but does not necessarily record these on the IEP.

Requirements for documentation of the use of accommodations. Four states have guidelines requiring that any accommodations used in assessment be documented in writing somewhere in addition to on the IEP. These states are:

Mississippi	New Hampshire
Nevada	New Mexico

In one of these states, New Mexico, the requirement is that the request for accommodation, and prior written approval, be made through the state superintendent's office. In Mississippi, questions regarding accommodations must be submitted to the state student assessment office before the time of testing.

Use of the same accommodations for assessment as for instruction. Some states link assessment accommodations to the accommodations that are used during instruction. For example, Kentucky has the following guideline:

> Adaptations may include changes in administration of the assessment and/or recording student responses that are consistent with the instructional strategies and assistive technology devices and services identified on the student's IEP or 504 plan. Adaptations in the instructional process must be related to the student's disability and specially designed instruction as described on the student's IEP or 504 plan and must be age appropriate.

Fourteen states refer to the need to allow students the same accommodations in testing as they use during instruction. The states that refer to using the same accommodations are:

Alabama	Kentucky	New Hampshire
Arizona	Maine	Pennsylvania
Delaware	Maryland	Vermont
Georgia	Michigan	Virginia
Illinois	Mississippi	

New York's guidelines discuss the need to provide students with disabilities the opportunity to demonstrate proficiency without being limited or unfairly restricted by the existence of disabilities. Other states have similar statements that indicated accommodations help put the student with disabilities on the same playing field as other students. They do not provide the student with an unfair advantage.

Acceptability of specific accommodations. In some states there are specific prohibitions against using certain types of accommodations. It is interesting, however, that for every instance where a specific accommodation is prohibited, there is another state in which that same accommodation is permitted. As illustrations of this point are the following:

Accommodation	Where Prohibited	Where Allowed
Use of Scribe	Connecticut	Arizona, California, Delaware, Florida, Georgia, Louisiana, Maine, Maryland, Mississippi, Nevada, North Carolina, Ohio, Tennessee, Texas, Virginia
Calculator	Maryland, Mississippi, Nevada, New Jersey, Texas	Michigan, New York, North Carolina, Pennsylvania

Read test	Alabama, Arkansas, Illinois, Mississippi, Nevada, New Jersey, Pennsylvania, Tennessee, Texas	Arizona, Kentucky

It is likely that research on some of the prohibited adaptations will assist states in making more consistent decisions about what is acceptable and what is not.

Allowing accommodations for students without disabilities. Five states (Florida, Maine, Maryland, New York, and Oklahoma) have provisions in their guidelines for making accommodations for students who need them regardless of whether they hold an IEP. Students who have temporary physical disabilities because of injuries and students who typically have accommodations in their instruction are those considered here.

Out-of-level testing. There are a few states that allow assessment out of the student's grade level. Delaware allows students in non-graded programs to be assessed at designated ages. In the norm-referenced testing in Georgia, students may be assessed out of their grade level. Kansas allows assessment to be done at the student's instructional level. A student's testing may be postponed in Virginia until completion of the course of study on which the test is based.

Reporting of results. It has been noted previously (see Thurlow, Scott, & Ysseldyke, 1995) that states sometimes exclude from summary reports of results the scores of students with disabilities, simply because they have a disability (or a specific type of disability). Some states make decisions about whether scores are reported based on whether accommodations are used, or for specific types of accommodation that are used, during an assessment. Delaware does this, providing one list of accommodations that can be aggregated and reported (because they do not interfere with comparability to scores obtained under regular testing conditions), and another list that can be scored but not included in reports. Maine aggregates scores for all students except those enrolled in a composite or self-contained classroom, or a student who is excluded or misses some of the test battery.

Most of the states' guidelines discuss at great length the need to get a valid, reliable, and fair measure of a student's educational achievement. Some language is extremely considerate of the test instrument, cautioning against destroying the integrity of the test. Other language shows great effort to give the student with disabilities the opportunity to demonstrate proficiency without being unfairly restricted by the existence of disability. Curiously missing in all but a few of the guidelines is the role of parents in creating a focus on the critical need to measure the outcomes of their child's educational experiences. Most of the strong and greatly detailed language affords protection to the integrity of the assessment. Only in a few states is the same strong and greatly detailed language presented to assure the appropriateness of accommodations.

Summary

The use of accommodations in statewide assessments is quite prevalent, but not very consistent. States vary greatly in the detail of their accommodation guidelines, as well as in what they recommend or permit. Nearly every state has revised its accommodations guidelines within the past two years. Many exemplary efforts now exist. We hope that this compilation of current guidelines will assist states and local education agencies as they work toward improving the results of education for all students.

The accommodation guidelines for the states providing them are presented in this document, organized alphabetically by state. We attempted to pull from states' written documents those parts about assessment accommodations. We have provided the citations for the documents from which the guidelines were pulled. The reader should be aware that given the numerous changes that have already occurred in these documents during a relatively short time period, additional changes are likely to be made.

References

Houser, J. (1995). Assessing students with disabilities and limited English proficiency (Working Paper No. 95-13). Washington, DC: U. S. Department of Education, Office of Educational Research and Improvement.

McGrew, K. S., Thurlow, M. L., & Spiegel, A. N. (1993). The exclusion of students with disabilities in national data collection programs. Educational Evaluation and Policy Analysis, 15, 339-352.

McGrew, K. S., Thurlow, M. L., Shriner, J. G., & Spiegel, A. N. (1992). Inclusion of students with disabilities in national and state data collection programs (Technical Report 2). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

NCREL. (1994). State student assessment programs database, 1993-1994. Oak Brook, IL: Council of Chief State School Officers and North Central Regional Educational Laboratory.

Phillips, S. E. (1992). Testing condition accommodations for handicapped students. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Thurlow, M. L., Scott, D. L., & Ysseldyke, J. E. (1995). A compilation of states' guidelines for including students with disabilities in assessments (Synthesis Report 17). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., Shriner, J. G., & Ysseldyke, J. E. (1994). Students with disabilities in the context of educational reform based on statewide educational assessments. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Thurlow, M. L., Ysseldyke, J. E., & Silverstein, B. (1993). Testing accommodations for students with disabilities: A review of the literature (Synthesis Report 4). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J. E., & Thurlow, M. L. (1994, May). Guidelines for inclusion of students with disabilities in large-scale assessments. NCEO Policy Directions (Number 1). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

ALABAMA

Alabama State Department of Education. (1993). Alabama student assessment program policies and procedures for students of special populations: Bulletin 1993, No. 49. Montgomery, AL. Pp. 2, 5-6, 18-21, 35-36.

General Policies for Students of Special Populations

1. All decisions regarding the Student Assessment Program for students of special populations must be made on an individual basis.

2. Students of special populations who participate in the Student Assessment Program must be given practice in taking tests similar in format and content prior to participating in an assessment.

Testing Accommodations

The purpose of allowing certain accommodations for a student with a disability is to neutralize the disability as much as possible in order to put the student on an "even playing field" in taking the assessment. Accommodations can be made to ensure that each student with a disability receives individual consideration of his or her disability, but the accommodation cannot be one that changes the nature, content, or integrity of the test.

When determining appropriate accommodations on an assessment, the IEP Committee must look at the accommodations regularly being made on the student's classroom tests over time in that particular subject area. Accommodations on state assessments should be accommodations which are a part of the student's instructional program; however, the IEP Committee must work within the framework of the approved accommodations on the Accommodations Checklists. The IEP Committee must remember that an accommodation on a state assessment cannot supplant the skill that the test is designed to measure. Accommodations which change the nature, content, or integrity of the test, such as calculators on a mathematics test designed to assess the skill of computation, reading on a reading test designed to assess the skill of reading, etc., are not allowed. See Appendix A for Accommodations Checklists and Appendix D for Dr. Teague's memo dated July 31, 1992, concerning the reading accommodation for students with disabilities.

Availability of Assessments in Special Formats

Braille and large-print formats are available for most of the assessments in the Student Assessment Program. Requests for special formats should be made through the system test coordinator.

APPENDIX A

BASIC COMPETENCY TEST (BCT)/ HIGH SCHOOL BASIC SKILLS EXIT EXAM (EXIT EXAM)

Accomodations Checklist

When completed by the IEP/504 Committee, this checklist becomes part of the student's IEP/504 Plan.

Name: _____ School Year: _____

A. Scheduling Accommodations: Tests will be administered:

____ 1. At time of day most beneficial to student.
____ 2. In periods of _____ minutes followed by rest breaks of _____ minutes.
____ 3. Until, in the administrator's judgment, the student can no longer sustain the activity due to physical disability or limited attention span.
____ 4. With other accommodations needed due to the nature of the disability and nature of the assessment. **SDE APPROVAL ONLY.**

B. Setting Accommodations: Tests will be administered:

____ 1. In a small group.
____ 2. In a carrel.
____ 3. In the special education classroom.
____ 4. At the student's home.
____ 5. With student seated in front of classroom.
____ 6. With teacher facing student.
____ 7. By student's special education teacher.
____ 8. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions--interpreter may not clarify or offer interpretation of items.)
____ 9. Individually.
____ 10. With other accommodations needed due to the nature of the disability and the nature of the assessment. **SDE APPROVAL ONLY.**

C. Format and/or Equipment Accommodations: Tests will be administered in keeping with the student's IEP/504 Plan format and/or equipment modifications which are commonly used in instruction and/or other test situations such as:

____ 1. Large print.
____ 2. Braille.
____ 3. Read aloud by test administrator (except for reading subject-area tests).
____ 4. Student using magnifying equipment.
____ 5. Student using amplification equipment (e.g., hearing aid, auditory trainer).
____ 6. Student wearing noise buffers.
____ 7. Templates and/or graph paper.
____ 8. Abacus.
____ 9. Other accommodations needed due to the nature of the disability and nature of the assessment. **SDE APPROVAL ONLY.**

D. Recording Accommodations:

____ 1. Student will mark answers in test booklets.
____ 2. Student's answers will be recorded by proctor or assistant.
____ 3. Student will mark answers by machine.
____ 4. Other accommodations needed due to the nature of the disability and nature of the assessment. **SDE APPROVAL ONLY.**

STANFORD ACHIEVEMENT TEST
Accommodations Checklist

When completed by the IEP/504 Committee, this checklist becomes part of the student's IEP/504 Plan.

Name: _____ School Year: _____

I. **Standard Administration (Valid test results):**

A. Scheduling Accommodations: Tests will be administered:

____ 1. At time of day most beneficial to student.
____ 2. In periods of one subtest followed by a rest break of ____ minutes.

B. Setting Accommodations: Tests will be administered:

____ 1. In a small group.
____ 2. In a carrel.
____ 3. In the special education classroom.
____ 4. At the student's home.
____ 5. With student seated in front of classroom.
____ 6. With teacher facing student.
____ 7. By student's special education teacher.
____ 8. Individually.
____ 9. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions--interpreter may not clarify or offer interpretation of items.) **SDE APPROVAL ONLY.**

C. Format and/or Equipment Accommodations: Tests will be administered in keeping with the student's IEP/504 Plan format and/or equipment modifications which are commonly used in instruction and/or other test situations:

____ 1. Student using magnifying equipment.
____ 2. Student using amplification equipment (e.g., hearing aid, auditory trainer).
____ 3. Student wearing noise buffers.
____ 4. Templates and/or graph paper.

II. Non-standard Administration (Invalid test results):

A. Format and/or Equipment Accommodations: Tests will be administered in keeping with the student's IEP/504 Plan format and/or equipment modifications which are commonly used in instruction and/or other test situations:

____ 1. Large print.
____ 2. Braille.

DIFFERENTIAL APTITUDE TESTS (DAT) WITH CAREER INTEREST INVENTORY

Accommodations Checklist

When completed by the IEP/504 Committee, this checklist becomes part of the student's IEP/504 Plan.

Name: _____ School Year: _____

A. Content Accommodations:

1. Student will take the entire DAT Battery.
____ Yes ____ No
2. Student will take only the test(s) checked:

____ a. Verbal Reasoning
____ b. Numerical Reasoning
____ c. Perceptual Speed and Accuracy
____ d. Mechanical Reasoning
____ e. Space Relations
____ f. Spelling
____ g. Language Usage

B. Scheduling Accommodations: Test will be administered:

____ 1. At a time of day most beneficial to the student.
____ 2. In periods of one test followed by a rest break of ____ minutes.

C. Setting Accommodations: Test will be administered:

____ 1. In a small group.
____ 2. In a carrel.
____ 3. In a special education classroom.
____ 4. At the student's home.
____ 5. With student seated in front of classroom.
____ 6. With teacher facing student.
____ 7. By student's special education teacher.
____ 8. Individually.
____ 9. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions--interpreter may not clarify or offer interpretation of items.) **SDE APPROVAL ONLY.**

If DAT is inappropriate, you may contact Vocational Rehabilitation for alternative assessment.

GRADE-LEVEL CRITERION-REFERENCED TEST
(Specify) _____
Accommodations Checklist

When completed by the IEP/504 Committee, this checklist becomes part of the student's IEP/504 Plan.

Name: _____ School Year: _____

A. Scheduling Accommodations: Tests will be administered:

____ 1. At a time of day most beneficial to student.
____ 2. With time limits extended not to exceed double the specified time limits. **SDE APPROVAL REQUIRED EXCEPT FOR STUDENTS USING BRAILLE OR LARGE PRINT.**
____ 3. With other accommodations needed due to the nature of the disability and nature of the assessment. **SDE APPROVAL ONLY.**

B. Setting Accommodations: Tests will be administered:

____ 1. In a small group.
____ 2. In a carrel.
____ 3. In the special education classroom.
____ 4. At the student's home.
____ 5. With student seated in front of classroom.
____ 6. With teacher facing student.
____ 7. By student's special education teacher.
____ 8. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions--interpreter may not clarify or offer interpretation of items.)
____ 9. Individually.
____ 10. With other accommodations needed due to the nature of the disability and nature of the assessment. **SDE APPROVAL ONLY.**

C. Format and/or Equipment Accommodations: Tests will be administered in keeping with the student's IEP/504 Plan format and/or equipment modifications which are commonly used in instruction and/or test situations such as:

____ 1. Large print.
____ 2. Braille.
____ 3. Read aloud by test administrator (except for reading assessment).
____ 4. Student using magnifying equipment.
____ 5. Student using amplification equipment (e.g., hearing aid, auditory trainer).
____ 6. Student wearing noise buffers.
____ 7. Templates and/or graph paper.
____ 8. Abacus.
____ 9. Other accommodations needed due to the nature of the disability and nature of the assessment. **SDE APPROVAL ONLY.**

D. Recording Accommodations:

____ 1. Student will mark answers in test booklets.
____ 2. Student's answers will be recorded by proctor or assistant (except for writing assessments).

____ 3. Student will mark answers by machine such as typewriter and/or word processor (spelling checker, grammar checker, and dictionary programs prohibited).

____ 4. Other accommodations needed due to the nature of the disability and nature of the assessment. **SDE APPROVAL ONLY.**

APPENDIX D

July 31, 1992

FROM: Wayne Teague
State Superintendent of Education

SUBJECT: Reading accommodation for students with disabilities

Members of the Division of Student Instructional Services and the Division of Special Education Services have been working to ensure that all assessments in the Alabama Student Assessment Program are accessible to students with disabilities. The result of their efforts is a change of policy which is outlined below.

POLICY

Students with disabilities who have been regularly accommodated on classroom assessments by having tests read aloud will be eligible for the same accommodation on the following assessments:

Basic Competency Tests, Grades 3, 6, and 9 (Mathematics and Language)
Alabama Direct Assessment of Writing: Grade Five
Alabama Direct Assessment of Writing: Grade Seven
Algebra I End-of-Course Assessment
Geometry End-of-Course Assessment
Alabama High School Graduation Examination (Mathematics and Language)

A reading accommodation will not be available on the following assessments:

Integrated Reading and Writing Assessment for Grade Two
Basic Competency Test, Grades 3, 6, and 9 (Reading)
Stanford Achievement Test
Otis-Lennon School Ability Test
Differential Aptitude Tests with Career Interest Inventory
Alabama High School Graduation Examination (Reading)

Due to this policy change, new IEP/PEP forms regarding the Alabama Student Assessment Program have been developed to replace all existing IEP/PEP accommodation forms. A copy of each of the new forms has been enclosed.

Please ensure that all educators in your system are made aware of this change of policy and are provided with copies of the new IEP/PEP forms.

ALASKA

Alaska Department of Education. (August, 1994). Alaska special education handbook: For serving students with disabilities. Juneau, AK.

[Nothing in this document addresses accommodations.]

ARIZONA

Arizona Department of Education. (August, 1993). ASAP: The Arizona student assessment program. Phoenix, AZ. P. 5.

Students in special education programs who fall within the guidelines for mediated administration will take the same state assessments with mediation. These students will be given special assistance from the test administrator in tasks related to the students' disabilities.

Arizona Department of Education. (June, 1993). Strategies for involving all students in national and state assessments. Presentation notes and background information, Arizona Student Assessment Program. Phoenix, AZ.

GUIDELINES FOR MEDIATION OF THE ASSESSMENTS

The English form of the assessments may be mediated for special students. Those students fall into two general categories: limited English proficient and special education/students with disabilities. An overall guideline is that the assessments may be mediated by using the types of techniques teachers normally use with these students. Mediation does not mean giving answers or using an out-of-level assessment. The definitions and specific guidelines for mediation are listed for each of the categories.

SPECIAL EDUCATION STUDENTS OR STUDENTS WITH DISABILITIES

Definition

Students who are special education students included under the Individuals with Disabilities Education Act (IDEA) whose Individual Education Program (IEP) states that mediation is required

or

Students who are not considered special education students under IDEA but are considered to be students with disabilities and who are covered under section 504 of the Vocational Education Rehabilitation Act.

GUIDELINES FOR MEDIATION

The following may be used:

1. Providing flexible scheduling
   - Extending the time allotted to complete the assignment
   - Administering the assessment in several sessions
2. Providing a flexible setting
   - Administering the assessment individually in a separate location
   - Administering the assessment to a small group in a separate location
   - Providing special lighting
   - Providing adaptive or special furniture
   - Providing special acoustics
   - Administering the assessment in a location with minimal distractions

3. Revising assessment directions
    - Reading directions to student
    - Simplifying language in directions
    - Highlighting verbs in instructions by underlining
    - Providing additional examples
4. Providing assistance during the assessment
    - Reading questions and content to the student
    - Signing questions and content to the student
    - Taking dictation
5. Using aids
    - Visual magnification devices
    - Auditory amplification devices
    - Auditory tape questions
    - Masks or markers to maintain place
    - Tape recorder
    - Typewriter or word processor
    - Communication device
    - Calculator
    - Abacus
    - Arithmetic tables

ARKANSAS

Arkansas Department of Education. (January, 1993). Director's communication. No. 93-10. (Citing: Arkansas Code Annotated 6-15-401, et seq. as regulatory authority.) Little Rock, AR., P.5.

Accommodations

Testing accommodations may be made for students for whom standardized conditions are not appropriate but for whom the testing experience would be beneficial. These students will have an individual student profile report but will not be included in the summary data.

The Stanford Achievement Test is a norm-reference test; therefore, accommodations which invalidate the scores should not be permitted. The following accommodations invalidate scores and should not be used:

1. Extended time
2. Reading the "reading test" to a student

Examples of accommodations which are permissible are listed below. These include, but are not limited to, the following:

Signing directions for students with a hearing impairment
Preferential seating (study carrel)
Small group testing
Individual testing
Student marks booklet and teacher transfers answers to an answer sheet
Student responds verbally and teacher records responses
Magnifying Glass
Noise Buffers
Individualized Scheduling (Students tested individually or in small groups may take longer breaks between subtests or may take only one subtest a day. Breaks should not be permitted during a subtest.)
Braille
Large Print

CALIFORNIA

Note: The California Learning Assessment System (CLAS) was vetoed by the governor on September 27, 1994. The state's guidelines prior to the governor's action are included here.

California Department of Education. (1994). California learning assessment system, district and school coordinator's manual. Pp. 18-19.

GENERAL INFORMATION ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES AND SPECIAL NEEDS

The criteria for those students who are required and who are not required to take the CLAS assessment have **not** changed, and are printed on page 14 of this manual. However, in order to make the assessments accessible for all students, certain accommodations are authorized in 1994, while other accommodations will continue to be field tested for possible inclusion next year. Following are the accommodations that are authorized for 1994.

Extended Time

The CLAS assessments were developed so that students can finish comfortably within the maximum time limits under standard conditions. However, some students with disabilities or special needs may require extra time to complete the assessments. The amount of additional time allowed (beyond the maximum limit authorized for all students) should be consistent with that which is allowed when the student completes other assessments or instructional activities. At the outside, each separate session of the assessment (mathematics, reading, group work, or writing, history-social science, science) must be completed within a single day.

Testing in a Separate Setting

For certain special education students, assessment in a large classroom setting may be distracting. The assessments may be administered to a small group of these students in a separate location. While being assessed in a separate location, students must remain under full and constant supervision by the person designated to administer the assessment to them.

If a student requires additional time to complete the assessment or is assessed in a separate location, it must be recorded on his/her Student Information Form. Instructions for gridding these accommodations in Section I and II (Box 10 for grade 4, page 3; Box 16 for grade 5, page 3; Box 18 for grades 8 & 10, page 4) of the Student Information Form are found in the Teacher's Manual for each grade. There are grade specific differences. **The following is a sample for grade 10. Specifics differ for each grade level.**

Grade 10 Sample: Gridding Section I and II. The box with these sections is found on page 4 of the Student Information Form.

Mark the appropriate circle under Section I.

Additional Time (Grade 10)

If the special education student required additional time to complete any section of the assessment, complete the appropriate grid as follows:

1. Reading
   - A. 0-14 minutes beyond maximum limit
   - B. 15-29 minutes beyond maximum limit
   - C. 30-44 minutes beyond maximum limit
   - D. 45-60 minutes beyond maximum limit
   - E. more than 1 hour beyond maximum limit

2. Group work
   - A. 0-14 minutes beyond maximum limit
   - B. 15-29 minutes beyond maximum limit
   - C. 30-44 minutes beyond maximum limit
   - D. 45-60 minutes beyond maximum limit
   - E. more than 1 hour beyond maximum limit

3. Writing
   - A. 0-14 minutes beyond maximum limit
   - B. 15-29 minutes beyond maximum limit
   - C. 30-44 minutes beyond maximum limit
   - D. 45-60 minutes beyond maximum limit
   - E. more than 1 hour beyond maximum limit

4. Mathematics
   - A. 0-14 minutes beyond maximum limit
   - B. 15-29 minutes beyond maximum limit
   - C. 30-44 minutes beyond maximum limit
   - D. 45-60 minutes beyond maximum limit
   - E. more than 1 hour beyond maximum limit

Separate Setting (Grade 10)

If this special education student was administered any of the sections of the assessment in a small group in a separate location, complete the appropriate grid as follows:

5.
   - A. Reading
   - B. Group Work
   - C. Writing
   - D. Mathematics

Additional Accommodations (Grade 10)

What additional accommodations would you recommend to be authorized in the future? (Enlarged print and Braille versions, and accommodations for hearing-impaired students are being pursued.)

6.
   - A. Allowing frequent breaks during the assessment;
   - B. Reading the question aloud to the student;
   - C. Providing an audio cassette or the assessment (head set);
   - D. Recording answers given by the student;
   - E. Allowing the use of communication devices, word processors, etc. for students to respond.

COLORADO

Colorado Department of Education. (November, 1994). Denver, CO.

Guidelines for including and making accommodations for students with disabilities for participation in the Colorado state assessment are currently being revised to be in place for the 1996-97 school year. The Colorado statewide assessment is under moratorium while the guidelines are being developed.

CONNECTICUT

Connecticut State Department of Education, Bureau of Evaluation and Student Assessment. (1993). Guidelines for administering student assessments. Hartford, CT. Pp. 6-7.

Section III. Modifications for Testing for special education students and students identified as handicapped under Section 504 of the Rehabilitation Act of 1973.

NO MODIFICATIONS OTHER THAN THOSE DESCRIBED IN THIS SECTION ARE ALLOWED UNLESS SPECIFICALLY AUTHORIZED IN WRITING, IN ADVANCE, BY THE CMT OR CAPT PROGRAM DIRECTOR. FOR FURTHER INFORMATION AND TECHNICAL ASSISTANCE, CONTACT THE BUREAU OF EVALUATION AND STUDENT ASSESSMENT, CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE), 566-6608.

The student's level of competency related to test-taking is an important consideration when making modifications in test administration. The PPT should review the following list of skills to consider each student's ability in these areas. The CMT/CAPT requires students to:

a) participate in a 45- to 100-minute testing session with a maximum of two sessions per day,
b) follow multiple step directions as presented by the test examiner or as read in the test booklet,
c) transfer a response choice to the corresponding item number on the answer sheet,
d) accurately shade in an answer bubble,
e) write legibly in cursive or manuscript handwriting on lined paper,
f) use a calculator,
g) read a variety of materials and write an extended response,
h) perform hands-on science experiments.

Alteration of Materials/Procedures

- Braille and large type versions of the CMT/CAPT are available for students who are blind or visually impaired. Contact the Services for the Blind, 249-8525 to arrange for this modification.

- Hearing impaired students may be administered the listening portion of the CMT individually with the aid of a cassette recorder. If this is inadequate, the test administrator working with the District Test Coordinator may read aloud or make arrangements for communication through the use of sign language.

- Answer documents may be enlarged or completed with assistance. However, the responses must be transferred to the original answer sheet document by school personnel. The answer document must also contain all student information. These documents are returned to the scoring site in the usual manner at the end of the testing session with all other test materials.

- If a student has a physical handicap or demonstrates extremely poor fine-motor control, the student may be allowed to use a word processor (without the use of a spell check or grammar check) or typewriter to complete the writing portions of the test (i.e., the direct writing assessment or responses to open-ended questions). However, the CSDE, Student

Assessment and Testing office must be notified of this modification in advance. Dictation to scribes is **not** permissible.

- Students may write on the test booklet, if necessary. However, the responses must be transferred to the original answer booklet by school personnel. The answer booklet, and test booklet with the notation "NOT FOR REUSE" written on the cover, must be returned with all other testing materials.

Time Limits

- If such factors as mental and/or physical fatigue or disruptive behavior present a problem, it is acceptable to plan breaks within one sitting of the test administration or to spread out the test activities over several sittings on an individual basis.

- Time extensions beyond those stated in the Test Examiner's Manual may be granted to students whose handicap makes completion of the test within the prescribed time limits unreasonable. Time may be extended for as long as necessary provided the student does not suffer from fatigue.

Test Setting

- Please note that care must be taken NOT to disrupt any student's test performance during test administration. If a child is easily distracted, highly disruptive or in need of any of the modifications previously described, the test may be administered individually (e.g., the child may be administered the test in a carrel, in a separate room, etc.)

DELAWARE

Delaware Department of Public Instruction. (January, 1993). Guidelines for the inclusion of students with disabilities and students with limited English proficiency. Dover, DE. Pp. 5, 7-10.

All students in grades 3, 5, 8, and 10 are to participate in the assessments to the greatest extent possible. Assessments will be administered at grades 3, 5, 8 and 10 for students in graded programs. No out-of-level assessment will be permitted for state accountability purposes.

Students in non-graded programs will be assessed at ages 8, 10, 13 and 15. Students who have reached this age by the date of entry to kindergarten will be assessed with the comparable cohort.

Accommodations

1. If a student has been determined eligible for services under IDEA or Section 504 and the student's IEP or 504 plan and instructional program include accommodations and/or assistive devices as a part of the student's instructional process, the student is eligible for those same accommodations as a part of the assessment process, as long as the accommodations do not interfere with the comparability of the assessment.

   Accommodations listed in Appendix A will not interfere with the comparability of student scores to those of students assessed under regular conditions. The responses of students assessed utilizing accommodations listed in Appendix B will be scored by the vendor but not included with scores of students assessed under regular conditions.

   Assessment, scoring and score reporting for students assessed under accommodations other than those listed under Appendix A and Appendix B are the responsibility of the local school district/agency.

   The use of a scribe (i.e., a person to write for the student) during the writing assessment is allowed (see Appendix B), however, responses from students assessed under this condition will not be aggregated with those of students assessed under regular conditions.

2. Students who have been formally identified through the IDEA or 504 process but do not have accommodation modifications/assistive devices documented on their plans are not eligible for any accommodations during the Interim Assessment, (i.e., no accommodation may be introduced for the first time in the assessment situation.)

3. For vendor scoring, all student responses must be submitted on acceptable response forms.

Appendix A

Profile of Accommodations Appropriate for Aggregating Scores

Students who have been formally identified through the IDEA or 504 process but do not have accommodation modifications/assistive devices documented on their plans are not eligible for any accommodations during the Interim Assessment, i.e., no accommodation may be introduced for the first time in the assessment situation.

The accommodations listed below are appropriate as long as staff involved in administering the assessment to students do not provide additional clues or interpretations of the assessment which could invalidate the comparability of the student score with scores of students assessed in regular assessment settings.

Responses from students assessed under the conditions listed below will be accepted for vendor scoring as long as the responses are on appropriate (vendor approved) response forms. Scores of students assessed under any of the following conditions will be aggregated with scores of students assessed in regular school settings.

Presentation/Reception:

____ Presenting the task via written material.
____ Changing presentation format of written material, e.g., increasing spacing between lines, reduced number of items per page, printing with one complete sentence per line.
____ Presenting the task in Braille.
____ Presenting the task in large print.
____ Using a computer for task presentation.
____ Enhancing lighting.
____ Using visual magnification devices.
____ Providing verbal instructions (e.g., reading the task to the student), using an auditory tape or using a text-talk converter. For the Reading Assessment, reading test items or tasks to students is appropriate only when scores are not being included with scores of students assessed under regular conditions.
____ Using an auditory trainer.
____ Providing special acoustics, e.g. buffers.
____ Using a sign language interpreter during oral instructions.

Interaction/Processing

____ Administering the task individually.
____ Administering the task in a small group.
____ Rereading directions for each subtask.
____ Providing minimal physical assistance, i.e., manual guidance during task.
____ Using personal assistance (e.g., peer tutor, buddy, aide) to perform steps that cannot be bypassed or adapted.
____ Providing adaptive or special furniture or equipment to accommodate a physical disability.

Responses:

____ Increasing the space for the expected answer(s).
____ Changing the location of the expected answer(s).
____ Responding via a typewriter or computer.

____ Responding via a communication board/device, e.g., via micro switch. This is not appropriate for the Writing Assessment.
____ Responding via a tape recorder. This is not appropriate for the Writing Assessment.
____ Using personal assistance, i.e., scribe* to document the response. For the Writing Assessment, the use of a scribe is appropriate only when scores are not being included with scores of students assessed under regular conditions.

* Scribe = a person who writes from dictation.

Appendix B

Profile of Accommodations Inappropriate for Aggregating Scores

Students who have been formally identified through the IDEA or 504 process, but do not have accommodation modifications/assistive devices documented on their plans are not eligible for any accommodations during the Interim Assessment, i.e., no accommodation may be introduced for the first time in the assessment situation.

The accommodations listed below may be used in the assessment. However, these accommodations tend to provide additional clues or interpretations of the assessment which would invalidate the comparability of a student score with scores of students assessed in regular assessment settings.

Responses from students assessed under the conditions listed below will be accepted for vendor scoring as long as the responses are submitted on appropriate (vendor approved) response forms.

Presentation/Reception:

____ Using a communication board/pictorial communication.
____ Using words supplemented with pictures.
____ Providing cues on the form or directions (e.g., arrows, stop signs).
____ Revising the language level/simplifying language.
____ Highlighting or underlining the verbs in the instructions.
____ Providing additional examples.

Interaction/Processing:

____ Using a calculator.
____ Using an abacus.
____ Using arithmetic tables.
____ Providing visual aids as prompts for directions.
____ Providing intermittent verbal prompts.
____ Providing intermittent physical prompts.
____ Extending time to complete the task. Time may be extended to 1 1/2 times that allocated for regular testing.
____ Completing the task in several sessions (e.g., stopping when the student tires) when the assessment does not have discrete sections.
____ Using templates, graph paper or other markers.

Responses:

____ Responding via a communication board/device for the Writing Assessment.
____ Responding via a tape recorder for the Writing Assessment.
____ Using personal assistance, i.e., scribe* (e.g., peer tutor, buddy, aide, proctor or assistant) to document the response for the Writing Assessment.

*Scribe = a person who writes from dictation.

FLORIDA

Florida State Board of Education Rules. (February, 1994). Tallahassee, FL. Pp. 39-40.

6A-1.0943 Modification of the State Student Assessment Test Instruments and Procedures for Exceptional Students and Other Eligible Handicapped Students.

(1) The Division of Public Schools shall develop the modified test instruments required herein and provide technical assistance to school districts in the implementation of the modified test instruments and procedures.

(2) Each school board shall implement appropriate modifications of the test instruments and test procedures established for issuance of a standard or special high school diploma, pursuant to Rules 6A-1.0942, 6A-1.095, and 6A-1.0995, FAC, within the limits prescribed herein. Such modifications shall include:

(a) Flexible scheduling. The student may be administered a test during several brief sessions, so long as all testing is completed by the final allowed test date specified by the Commissioner.

(b) Flexible setting. The student may be administered a test individually or in a small group setting by a proctor rather than in a classroom or auditorium setting.

(c) Recording of answers. The student may mark answers in a test booklet, type the answers by machine, or indicate the selected answers to a test proctor. The proctor may then transcribe the student's responses onto a machine-scorable answer sheet.

(d) Mechanical aids. The student may use a magnifying device, a pointer, a non calibrated rule or template or other similar devices to assist in maintaining visual attention to the test booklet. An abacus and a Braille writer may be used. Use of electronic calculators, including talking calculators, is prohibited.

(e) Revised format. The student may be tested by one or more of the following three (3) methods specifically developed by the Department:

1. Visual reading. The student may be tested with materials which are enlarged print or may be tested with regular print materials enlarged through mechanical or electronic means. Enlarged materials shall be provided only for students who meet the eligibility criteria for visually impaired programs specified in Rule 6A-6.03014, FAC.
2. Tactile reading. The student may be tested with materials which have been transformed to Braille code or tested by using devices which permit optical to tactile transformations. Test items which have no application for the nonsighted person will be deleted from the tactile forms authorized or provided by the Department and shall be deleted from the requirements of Rules 6A-1.0941 and 6A-1.0942, FAC.
3. Auditory or sign language presentation. The test administrator may sign, provide oral interpretation or read to the student the following portions of the test: all mathematics items, all writing items, all oral reading items, and all directions. The reading items shall be read by the student using visual or tactile means.

(3) The preceding modifications are authorized, when determined appropriate by the school district superintendent or designee, for any student who has been determined to be an eligible exceptional student pursuant to Rules 6A-6.0301 and 6A-6.0331, FAC, and has a current individual educational plan, or who has been determined to be a handicapped person pursuant to Rule 6A-19.001(6), FAC. Students classified solely as gifted shall not receive any special test modifications. Satisfaction of the requirements of Rule 6A-1.0942, FAC, by any of the above modifications shall have no bearing upon the type of diploma or certificate issued to the student for completing school.

(4) In no case shall the modifications authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

(5) Upon receipt of a written request from the district school superintendent, the Commissioner may exempt an exceptional student, or one who has been determined to be a handicapped person pursuant to Rule 6A-19.001(6), FAC, from meeting specific requirements for graduation, due to extraordinary circumstances which would cause the results of the testing to not represent the student's achievement, but rather, reflect the student's impaired sensory, manual, speaking, or psychological process skills. The written request must document the specific extraordinary circumstances which prevent the student from meeting the requirements of Rules 6A-1.0942 and 6A-1.095(4), FAC.

Specific Authority 120.53(1)(b), 229.053(1), 232.246(9) FS. Law Implemented 120.53(1)(b), 228.2001, 232.246(9) FS History - New 9-12-78, Amended 3-4-84, Formerly 6A-1.943, Amended 6-12-80.

Florida Department of Education. (1994). Test administration manual. Tallahassee, FL. Pp. 58-60.

Deletion of Exceptional Student Scores

Scores for the following exceptional students **are not** included in any classroom, school, district, region, or state averages:

Deaf
Hard-of-Hearing
Specific Learning Disabled
Physically Impaired
Emotionally Handicapped
Educable Mentally Handicapped

Special Testing Modifications for Exceptional Students

State Board Rule 6A-1.0943, as amended February, 1984, permits the following test modifications for any exceptional student with an active IEP, except students classified solely as gifted:

1. **Flexible Setting.** Students may take the test individually or in a small-group setting, under a proctor's supervision.
2. **Flexible Scheduling.** Students may take the test during several brief sessions, so long as all testing is completed during the regular assessment period.
3. **Recording of Answers.** Students may mark answers in the test booklet, type answers by machine, or indicate the selected answers to a proctor. The proctor will then transcribe the students' responses onto machine-scored answer sheets.
4. **Mechanical Aids.** Students may use a magnifying device, a pointer, a non-calibrated rule or template, or other similar devices to assist in maintaining visual attention to the test booklet. An abacus and a Braille writer may be used.
5. **Revised Format.** Students may be tested by one or more of the following three methods specifically developed by the Department of Education:
   a. **Visual Reading.** Students may be tested with enlarged-print materials or with regular-print materials enlarged through mechanical or electronic means. Enlarged materials shall be provided only for students who meet the eligibility criteria for visually impaired programs specified in Rule 6A-6.03014, FAC.
   b. **Tactile Reading.** Students may be tested with materials which have been transformed to Braille code, or tested by using devices which permit optical-to-tactile transformations. Test items which have no real-world application for the non-sighted person will be deleted from the tactile forms authorized or provided by the Department and shall be deleted from the requirements of Rules 6A-1.0941 and 6A-1.0942, FAC.

c. **Auditory or Sign Language Presentations.** The test administrator may sign, provide oral interpretations of, or read to students the following portions of the test:

all mathematics items
all writing items
all **oral** reading items, if applicable
and all directions

The reading items must be read by the student using visual or tactile means.

The following items for the March 1995 administration of the 1994 HSCT and the 1985 HSCT may be read to students who are eligible to receive special testing modifications.

1994 HSCT
Mathematics Section:
Items 1-60 may be read.

Communications Section:
All items are reading items, and
no reading items may be read.

1985 HSCT
Mathematics Section:
Items 1-75 may be read.
Communications Sections:
No reading items may be read to students. The following are writing items that may be read:
13, 14, 16, 17, 29-31, 33, 35, 36, 44-46, 53, 55, 63, 64, 66, 72, 73

Special Testing Modifications for Students Classified as Disabled as Defined by Section 504

To assure that all qualified students with a disability in our public education system are provided necessary related aids, services, or accommodations during the administration of the HSCT, districts will ensure that students with a disability who are not currently in any special education program or who do not have a current IEP can be considered for and, if appropriate, provided test accommodations listed above.

A student who is determined by the school district to have a physical or mental impairment under these requirements is eligible for modified testing conditions if it is determined that the student's impairment of sensory, manual, or speaking skills interferes with the performance on the High School Competency Test (HSCT). School district personnel will determine which of the modifications listed above are appropriate for each student who is determined disabled as defined in Rule 6A-19.001 (6), FAC.

GEORGIA

Georgia Department of Education. (1994). Student assessment handbook. Atlanta, GA. Pp. II-D-5 - II-D-11.

Considerations for Future Testing

After a student's test results are received, the teacher should determine whether they are consistent with the student's class performance. If the results appear significantly lower than expected, particularly if the student did not pass the Georgia High School Graduation Test, testing conditions should be reconsidered. If there is a possible problem with adverse testing conditions (e.g., time, setting, recording of answers), different or additional modifications may be indicated for the next administration. The student's adjustment to the testing situation should be discussed with the test administrator and the student to determine if there are suggestions for improving testing conditions. As stated earlier, the conditions should be stipulated at an IEP review. Determination as to whether a student should participate in testing at the next opportunity or retake the Georgia High School Graduation Test after failing should also be made at subsequent IEP meetings. The student should play an active role in making this decision whenever appropriate.

Preparing the Student and Parent(s)/Guardian(s)

The general suggestions for preparing students for testing are applicable for students with disabilities as well. However, students with disabilities may need special attention in preparing for tests. Some recommended modifications may need to be used in a simulated testing situation to determine if the modifications are appropriate. It is also important that both students and their parents/guardians understand the purposes of testing and the value of accurate results. Parents/guardians should be informed about the testing program in IEP review meetings. They should be allowed to ask questions and be involved in planning the extent of their child's participation in the testing program.

The period of preparation for the Georgia High School Graduation Test should be thought of as a long-term process involving assessment of competencies beginning in kindergarten. The participation of students with disabilities in the statewide testing program during the elementary years will aid in preparation for the Georgia High School Graduation Test by identifying areas of strengths and weaknesses and by allowing students to have sufficient test-taking experience. The information provided by the statewide testing program, when appropriate for the student's needs, can be incorporated into the student's IEP and can provide for sequential instruction and review of needed skills throughout grades K-12. As the student with disabilities moves into high school, the following activities are recommended.

1. Discuss with the student the Georgia High School Graduation Test which will be given in the eleventh grade.

2. Discuss the Georgia High School Graduation Test with the parent(s)/guardian(s) at the IEP annual review prior to the eleventh grade and inform them of the importance of the test, as well as a review of modification and exclusion procedures.

3. Discuss with the student and parent(s)/guardian(s) the kinds of skills the student is expected to have mastered for the Georgia High School Graduation Test.

Types of Modifications

Out-of-level testing. For the norm-referenced testing program, students with disabilities may be tested using a test designed for a lower grade level than the one in which they are placed. This procedure is acceptable only when it is considered appropriate by the IEP committee. In some cases, a lower-level test may provide more useful information about the student's academic skills. Out-of-level testing is allowed only for students with disabilities and the answer sheets must be coded to indicate that the student is in a special education program. Results of out-of-level testing must be interpreted with extreme caution.

Scheduling modifications. Many students with disabilities may need flexible scheduling of test sessions. This modification may be necessary for students who have difficulty remaining on task or who fatigue easily. Others may work more slowly due to physical disabilities (e.g., visual or motor impairments). Some modifications, such as using special equipment or having answers recorded by another person, may require more time for testing. **Testing must be completed within the dates allocated for the particular test by the GDE.**

Scheduling can be adjusted in several ways, including:

1. administering tests during the time of day most beneficial to the student. If there is a time when the student is better able to perform during the school day, test sessions should be scheduled accordingly;

2. scheduling tests in short sessions with breaks and/or over a period of several days except for the writing test in grades eight and 11, which must be completed in one day;

3. allowing the test administrator to determine length of sessions and need for breaks based on observation of the student's ability to successfully sustain the activity. Additional sessions would be scheduled as needed to complete testing;

4. allowing extended time as needed to complete test sections.

Setting modifications. Some students may need adjustments in the physical environment for testing. These modifications include:

1. testing separately from non disabled students in either an individual or small group setting;

2. testing in a different location, such as a special education classroom, a carrel or small room or, in rare cases, a home or hospital setting;

3. providing special accommodations (in regular or special setting) involving seating location, proximity to test administrator, lighting or acoustics;

4. testing by a different administrator (e.g., special education teacher) or with assistance from an aide, proctor or manual communication interpreter.

Format or equipment modifications. The student should be tested in a manner consistent with his or her instructional program as specified in the student's IEP. There are many special types of equipment which would be appropriate for use with individual students. Examples of format or equipment modifications include, but are not limited to, the following:

1. large print or braille test materials for students with visual impairments (large print may also be appropriate with other disabilities). These materials can be ordered through the Division of Research, Evaluation and Assessment, Georgia Department of Education;

2. a device to transform print to a tactile form (optical - tactile transformation is used by some students who are visually impaired to allow reading standard print);

3. special equipment to magnify printed materials;

4. special equipment to amplify sound or screen out extraneous sounds (e.g., auditory trainer, noise buffer);

5. placemarker, special paper or writing template to allow students to better maintain position or focus attention;

6. communication devices such as a language board, speech synthesizer, computer or typewriter.

Reading/Interpreting of Test Items. Modifications in testing to allow oral reading of test items to students should be consistent with instructional modifications and testing modifications contained in the student's IEP. However, items on the Reading test may NOT be read to students. For the High School Graduation Tests, the test coordinator will receive a list of items which may be read aloud. No interpretation, rewording or clarification of test items or topics is permissible. It is permissible to read all test directions and to read the Writing Assessment topic aloud to students.

Recording modifications. Some students with disabilities are unable to record their responses to test questions on the standard answer forms, or may have difficulty moving from the test booklet to the answer sheet. Such students may require modification in mode of response. Whenever any such modification is used, extreme care should be taken to ensure the answers coded on a student's answer sheet are an accurate representation of the student's response. Examples of modifications in mode of response include:

1. allowing student to mark answers directly in test booklets. Responses can then be coded onto the student's answer sheet by the test administrator or proctor;

2. allowing student to mark answers by machine (e.g., typewriter, computer). Responses for multiple choice format tests should be coded on the student's answer sheet. This modification should only be used for students with motor impairments;

3. allowing student to provide a written response in Braille or on special lined paper. Answers should be coded on the student's answer sheet except for writing tests;

4. providing the student with a scribe to mark the answer sheet upon direction from the student. Answers can be indicated in any manner, including speaking, pointing or a communication device. **This modification cannot be used for writing assessments.**

Modifications specific to writing tests. There are situations where individual needs may warrant modifications specific to writing assessments (as opposed to multiple choice format tests) which may not be adequately addressed by the previous section. **These allowances are restricted to the conditions indicated and should be used only when necessary.** In all cases modifications should be consistent with the student's primary form of written communication in his/her instructional program and should be in accordance with the written recommendations of the IEP committee.

1. Students who are unable to provide a handwritten response due to a physical impairment may use a typewriter, word processor, or other communication device which results in a written product. Dictation is **not** allowed. Students who have composed their original responses in Braille may read those responses to a scribe. Text editing programs such as spelling or grammar checkers are not allowed. Students who are physically impaired include those with orthopedic or other health impairments which result in inadequate motor control for writing, or those who fatigue easily when writing and are therefore unable to complete a handwritten response within the constraints of the testing situation. Use of these devices is not appropriate for students with learning disabilities unless a visual-motor disability makes handwriting extremely laborious or illegible. Students with visual impairments may use a typewriter or word processor, or may compose responses in Braille.

HAWAII

Hawaii Department of Education. (Spring 1994). Hawaii statewide student assessment program: Test coordinator's handbook. Honolulu, HI. P. 54.

Students with visual and hearing impairments are tested with specially normed forms of the Stanford Achievement Test. These tests are administered by each district's teachers of the visually and hearing impaired. These teachers will arrange for delivery and return of materials through the Diagnostic Resource Teachers at the Statewide Center for Students with Visual and Hearing Impairments. Results are separately hand-scored and returned to schools.

District Accommodations Team Handbook of Procedures. p. 2. and The Hawaii State Test of Essential Competencies Student Information Booklet. p. 4.

Alternate Presentation

- Blind or visually impaired students can request to take the Braille or large print version of the HSTEC/ECCC
- Hearing impaired or deaf students can request to take the videotaped sign language version of the HSTEC or have a signer accompany them to the ECCC
- Other eligible handicapped students who have documented disabilities in basic reading or reading comprehension may be eligible to take the audio taped version of the HSTEC. This version provides an aural accompaniment for the written HSTEC, except for Essential Competencies #1 and #4
- Eligible handicapped students may request modifications in format...to accommodate their specific disabilities

Alternate Response

- Eligible handicapped students may request modifications in...response mode...to accommodate their specific disabilities

Alternate Setting

- Eligible handicapped students may request modifications in...setting to accommodate their specific disabilities

Alternate Timing/Scheduling

- Eligible handicapped students may request modifications in...scheduling...to accommodate their specific disabilities

Other

- Handicapped students may request adjustments to the normal HSTEC or ECCC administration conditions. These adjustments include extended test-taking time, alternative test sites, or alternate formats such as large print or braille, sign language videotapes, or audio cassettes.

IDAHO

Idaho Department of Education. (1995). Test coordinator's guide: Idaho statewide testing program. Boise, ID. P. 8.

Students who are allowed EXTRA TIME, due to special circumstances, must be coded 9 in Z.

WHEN THERE IS DOUBT, include the student in the testing and **DO NOT CODE** 9 in Z.

Idaho Department of Education. (October, 1994). Memorandum. Boise, Idaho.

" .....districts employ an array of options for modifying and accommodating special needs students. This is done at the local level by decision of the Child Study Team."

ILLINOIS

Illinois State Board of Education. (March, 1994). IGAP Update: Testing students with disabilities. Springfield, IL.

Decisions about IGAP and local assessment for students with disabilities are to be included in the student's IEP for the 1994-95 school year. We have enclosed a general policy to help you as these decisions are made.

TESTING STUDENTS WITH DISABILITIES
DECISIONS ABOUT AND ACCOMMODATIONS FOR STATE AND LOCAL ASSESSMENT

General Policy and Criteria for Accommodations

Appropriate accommodations will vary according to each individual student's disability addressed by the IEP. In general, whatever accommodations are listed as appropriate within the parameters of the IEP for classroom assessment or local assessment are probably appropriate accommodations for the Illinois Goal Assessment Program (IGAP) tests. However, three criteria are essential when considering any test accommodation:

1. The accommodations should allow the student to take the test fairly, regardless of the disability. With the accommodations the test should be a reflection of the student's strengths and weaknesses in the area tested (e.g., mathematics), not a reflection of the disability addressed in the IEP. The intent of the accommodations is to provide the student with an IEP the same opportunities in the testing situation as that provided to the regular education student who receives no accommodations.
2. With the accommodations, the purpose of the test should not be compromised. For example, a reading test cannot be read to a student because that accommodation destroys the purpose of the test. However, part or all of a science test can be read to a student who has an IEP for a reading disability since the primary purpose of the test is to measure knowledge and skills in science, not reading.
3. With the accommodations, the security and confidentiality of the test should not be compromised. All conditions pertaining to test security and return of test materials after the test is administered still obtain.

Who Decides?

Those who are most familiar with the student and the assessment procedures will provide the professional judgment to determine whether the standard state and local assessments are appropriate and whether the above criteria can be met when deciding on appropriate accommodations. In consultation with the parents through the IEP process, classroom teachers, special education teachers, and school and district personnel responsible for coordinating assessments at the local level should be able to make an informed and appropriate decision as to whether the assessment procedure will be a valid, reliable, and fair measure of the student's knowledge, ability, and skill in the area tested. All aspects of the assessment process are subject to procedural safeguards.

Accommodations

A variety of accommodations have been used to provide fair and equitable testing conditions for students with IEPs. For example, accommodations have been used which modify the manner of presentation of the test materials or which modify the method of responding to the test materials. However, as was stated

previously, the appropriate accommodations for any given student will be specific to that child's needs addressed within the IEP. Therefore, appropriate accommodations are to be determined locally.

If you have questions about possible test accommodations, contact your local test coordinator, local Director of Special Education, or IGAP contact person. If these people are unable to help, contact the Department of Special Education of the Illinois State Board of Education (217/782-6601). The following reports provide further information on testing students with disabilities and are available upon request from the Department of Special Education. Copies of these reports have been sent to Directors of Special Education. Additional information may be obtained in the Administrative Bulletin #93-4AB on IGAP from the Department of Special Education.

Reports Available to Help

Bell, S. *Strategies for Exempting or Accommodating Special Populations In Statewide Assessment Programs*. (September 1993) Report prepared for the Illinois State Board of Education by the Institute for Education Research, 793 North Main St., Glen Ellyn, IL 60137.

Ward, M.S., Atkinson, C., and Tharin, M.A. *Guidelines for Testing Exceptional Students*. (October, 1992) Research and Development Services Division of Accountability Services, Program Services Division of Exceptional Children's Services, North Carolina Department of Public Instruction, Raleigh, North Carolina 27603-1712.

Alternative Testing Techniques for Students with Handicapping Conditions. (1986) The University of the State of New York/The New York State Education Department, Office for Education of Children with Handicapping Conditions, Albany, New York 12234.

INDIANA

Indiana Department of Education. (1992). Title 511 Indiana state board of education. Article 7. Rules 3-16. Indianapolis, IN. P. 21.

When a student requires reasonable adaptation to participate on parity with non disabled students in the general education classroom, the adaptation shall be made to enable the student to participate in ISTEP. The case conference committee shall consider the adaptation and document the adaptation on the student's individualized program. Adaptations include, but are not limited to, the following:

(1) Additional time to complete the test.
(2) Magnifying glasses.
(3) Braille.
(4) Large print.

IOWA

Iowa does not have a state assessment.

KANSAS

Poggio, J., Glasnapp, D., Capps L., Sundbye, N., Nielsen, C. & Barry, A. (1993). 1993 Kansas reading and mathematics assessments: Examiner's manual for elementary, middle/junior high and senior high levels. Lawrence, KS: University of Kansas Printing Service. P. 26.

Test Administration Directions for Exceptional and Limited English Speaking Students

Provisions for administering the test to exceptional and limited English speaking students are as follows:

(1) Once a decision is made that an exceptional or limited English speaking student is to be tested, the first task is to identify the appropriate reading and mathematics test, given the instructional level of the student in each content area. Special test booklet provisions have been made only for the visually impaired.

(2) Once the test level is identified, read the Examiner's Manual. Modify any directions which you feel will facilitate test administration to the student.

(3) Carefully review the test chosen for the student. Delete those items from the test which in your professional judgment the student could not be reasonably expected to respond due to their exceptionality or limited English proficiency. For those items which you choose to omit, leave these items blank on the student's answer sheet.

(4) Decide on the environment for test administration, the mode of test administration and the mode for student response to the test items.

a) Exceptional or limited English speaking students may be tested apart from their regular peers when the student requires special instructions or assistance.

b) A test may be administered to students individually or in a group as judged appropriate for your students.

c) For students in exceptional or limited English proficiency categories only, test administration may be oral if appropriate.

d) The response mode for the student may be directly on an answer sheet, marking in the test booklet or orally. Depending on the mode of response, answers will have to be transcribed onto an answer sheet.

NOTE: When a special education or LEP student will take both the reading and mathematics test at grade 7 or 10, then a single answer sheet is used to record responses to both tests. Students who will take a reading and a mathematics test from different grade levels must use a separate answer sheet for each test. Follow the instructions as given previously in this manual for recording the student's name (Last, First, MI), USD No., School Code, Gender, Grade Level and Race, into the information grids on the student's answer sheet(s). For an exceptional or limited English proficient student, be sure to complete accurately the TEST FORM grid on the answer sheet(s) including the coding of the exceptional student's social security number in the SPECIAL CODE grid on side 2 on the answer sheet(s).

KENTUCKY

Kentucky Department of Education. (1993). Program advisory. Frankfort, KY. P. 5.

Adaptations may include changes in administration of the assessment and/or recording student responses that are consistent with the instructional strategies and assistive technology devices and services identified on the student's IEP or 504 plan. Adaptations in the instructional process must be related to the student's disability and specially designed instruction as described on the student's IEP or 504 plan and must be age appropriate. Adaptations shall not inappropriately impact the content being measured. Reading assessments may be read to a student on the premise that the intent of reading is to measure comprehension, only if this is the normal mode through which the student is presented regular print materials and is documented on the student's IEP or 504 folder. Instruction related to reading performance should not be replaced by adaptations. **This is a change in the position outlined on Program Advisory 92-OAAS - 004.**

LOUISIANA

Louisiana Department of Education. (November, 1994). Louisiana educational assessment program (LEAP): Administrative guidelines for testing disabled students according to section 504 of the rehabilitation act of 1973. Baton Rouge, LA.

To accommodate students in need of specialized services, test modifications shall be provided when the following three conditions are met:

1. The student has a disability which must have been identified by a group of knowledgeable individuals whose credentials are appropriate to the disability. The disability is recognized by the school building-level committee (SBLC) or Section 504 Committee as being consistent with Section 504 of the Rehabilitation Act of 1973.

NOTE: To be eligible for test modifications, the student must undergo a review by the SBLC/504 Committee on an annual basis.

2. The student has had test modifications routinely provided as part of his or her ongoing classroom instruction as recommended by the SBLC/Section 504 Committee. These test modifications must be documented in the written program of instruction for the student.

3. Documentation for both "1." and "2." must be on file at the school level in order for the student to be eligible for test modifications.

The following test modifications may be used as needed for special education students:

- Braille.
- Large Print. The large-print edition is an enlarged copy of the regular-print edition of the test. Students who use the large-print edition should be allowed to mark their answers on the large-print answer documents. **The Test Administrator is to transfer the answers and all other necessary information to a scorable answer document.**
- Answers Recorded. If a student is physically or emotionally unable to mark an answer document, provisions must be made for the test administrator to record the student's answers on the answer document.
- Extended Time. Every student should be given sufficient time to respond to every test item. For certain students -- those who have short attention spans or who may be unable to concentrate for long periods of time on a given task -- the test administration time may have to be altered considerably. It may be determined appropriate to administer the test in a number of short sessions. These sessions should, however, be completed within the allotted test dates.
- Sign Language Assistance. A test administrator who is fluent in the signing modality routinely used by the student should be available to repeat or clarify directions and sign portions of the test as described in the modification, "Tests Read Aloud." NOTE: Refer to information about "Hearing Impaired Students" on page 11 of this manual.
- Transferred Answers. The student may mark answers in a regular, large-print, or Braille test booklet. The Test Administrator MUST transfer the answers to an answer document.

- Individual/Small Group Administration.
- Repeated Directions.
- Tests Read Aloud. Handicapped education students who need such a modification may be allowed to have portions of the test read to them **with the exception of reading comprehension.** NOTE: Refer to information about "Hearing Impaired Students" on page 11 of this manual.
- Other. Any necessary modifications may be used but must be decided by the IEP Committee and listed on the student's IEP.

Note: Testing modifications should not be different from or in addition to the modifications provided in the regular classroom as indicated on the student's IEP.

HEARING IMPAIRED STUDENTS

The following considerations should be given when administering the LEAP Test to hearing impaired students. Please read these suggestions **before administering the test.**

The extent to which the instructions are modified will depend on the degree of the individual student's impairment. The intent of the modification is to present the instructions to the student in a manner that will allow him/her to demonstrate skills that have been acquired. The signing modality that is routinely used in the student's regular classroom should be considered when administering these tests. When the signing mode deviates from uniform test administration, the Test Administrator should review the test in advance to ensure uniform presentation. In all cases this must be under the supervision of the District Test Coordinator.

Physical Setting

The student's hearing aid should be in good repair and used by the student during the testing period. Students who depend primarily on lip-reading should be seated no more than ten (10) feet from the Test Administrator.

The test is to be administered in the student's usual mode of communication.

Be sure the room is well-lighted with the source of light directed toward the Test Administrator (i.e., the Test Administrator should avoid standing with the windows or other sources of bright light behind him/her).

Be sure the student is watching the Test Administrator during the delivery of all instructions.

Transparencies of the test may be made to enhance the signing of the test. The making of transparencies must be supervised by the District Test Coordinator to ensure test security. All transparencies must be returned to the District Test Coordinator with nonscorable materials.

Use of Signs and Finger Spelling

Finger spelling must **NOT** be used when administering items which require the student to demonstrate the object to be used.

Signs must **NOT** be used when the sign would reveal the answer to the question. These words are to be finger spelled. Care should also be taken in the use of non-manual markers (i.e., facial expression, body language) which possibly would reveal the answer to the question.

Consider each item carefully to determine the extent to which it should be modified. Some items may be presented as written, while others may require a combination of the modifications previously mentioned.

MAINE

Maine Educational Assessment, Department of Education. (1994-95). Policies and procedures for modifications and exclusions. Augusta, ME. Pp. 1-3.

The *Policies and Procedures for Modifications and Exclusions*, consistent with those of previous years, are designed to assist schools in productively assessing their exceptional students and any other students who may need some sort of test modification. Chapter 222 of the Education Reform Act of 1984 speaks to the inclusion of these students in this process as the MEA reflects the academic standards for all students: "...The assessment program shall be adapted to meet the needs of exceptional students as defined in section 7001, subsection 2 or other students as defined under rules of the commissioner." (20-A MRSA Sec. 6202) **It should be noted that all modifications to and exclusions from the assessment be the result of a group decision at the local level.**

TEST MODIFICATION PROCEDURES

Identified Exceptional Students Requiring Modification

A PET meeting must be conducted for each student with an identified handicapping condition who is enrolled in an MEA assessment grade. This meeting can be part of a meeting held to discuss other PET issues, and can be scheduled any time prior to the student's testing date. (It can also take place in the spring prior to the testing year if an annual review is being conducted at that time.) The PET should examine what modifications, if any, are necessary to meet the student's needs during the assessment process. In light of the student's handicapping condition, the PET may recommend as many of these modifications (see attached list) as necessary.

Recommended modifications should be consistent with those modifications already being employed in the student's instructional program.

Any modifications made for a student will be reflected in the minutes of the PET meeting, included in the IEP, and listed on the front page of the student's answer booklet in the section titled "Modifications and Exclusions." The following is a suggested statement for inclusion on the IEP:

The student will/will not participate in the ___th grade Maine Educational Assessment as scheduled during the month of _____, 19___. The following test modifications will be observed: (list modifications)

Other Students Needing Modification

There will undoubtedly be some students who, even though they do not have an identified exceptionality, will need some sort of test modification. Examples of such students are

- a student with a broken arm who needs to have his or her answers recorded by an aide
- an English as a Second Language (ESL) student who needs to have test directions read in his or her native language
- a student receiving reading services who needs all but the reading test read to him/her.

Recommended modifications should be consistent with those modifications already being employed in the student's instructional program.

In keeping with Department of Education policy to have decisions regarding modifications made by a group at the local level, an Assessment Modification Team should meet to discuss and recommend any modifications for students who do not have an identified exceptionality. The Assessment Modification Team should include one of the student's classroom teachers, the building principal, related services personnel, and whenever possible, the student's parents. If it is not feasible for a student's parents to attend the meeting, they must be notified of the committee's recommendations before the assessment. Any modifications must be listed on the front page of the student's answer booklet in the section titled "Modifications and Exclusions." The attached list shows the types of modifications that can be made for these students.

Accounting of Students with Modifications and Exclusions

As stated previously in this document, all students excluded from the assessment need to be documented and reported to the Department of Education.

This information is collected on the front page of each student's answer booklet under the Special Education section titled Program Participation Information. This information must be completed for each student, handicapped or not.

Every student who is totally excluded from the test must be accounted for with an answer booklet. The test administrator (or other person assigned the task) must complete the name grid and exclusion information for each totally excluded student.

Aggregating Student Scores into School Reports

Scores of all students who are administered the MEA will be aggregated into the school report with the following exceptions:

- a student who is excluded or misses one or more sections of the test battery
- a student enrolled in a Composite or Self-Contained Special Education Program as defined in the Maine Special Education Regulations, Chapter 101.5.5 - 5.6.

Specific Modifications

The assessment modifications are listed on the next page.

Assessment Modifications

A. **Scheduling Modifications** Tests were administered
- A.1. at time of day most beneficial to the student
- A.2. in short periods followed by rest breaks
- A.3. until, in the administrator's judgment, student could no longer sustain the activity

B. **Setting** Tests will be administered
- B.1. in a small group
- B.2. in a carrel
- B.3. in the special education classroom
- B.4. at the student's home

B.5. with the student seated in front of classroom
B.6. with teacher facing student
B.7. by student's special education teacher
B.8. by other school personnel known to the student
B.9. individually

C. **Format and/or Equipment Modification** Tests were administered
C.1. in large print } Contact the Department of Education at 287-5996
C.2. in Braille } Contact the Department of Education at 287-5996
C.3. with student using magnifying equipment
C.4. with student wearing noise buffers
C.5. using templates
C.6. with student using amplification equipment (e.g., hearing aid or auditory trainer)
C.7. with student using typewriter or word processor
C.8. with student using calculator for non-calculator sessions (only if the use of a calculator is part of the student's I.E.P.)

D. **Recording Modifications**
D.1. Student wrote answers in test booklet instead of answer sheet. (This modification requires the D.2 modification.)
D.2. Student's answers were dictated to test administrator and recorded on answer sheet by test administrator. (except writing)
D.3. Student wrote answers by machine.

NOTE: Oral dictation of a writing sample is **NOT** an approved modification.

E. **Modality Modifications**
E.1. Tests were read to student by test administrator (with the exception of the Reading Test).
E.2. Interpreter (Hearing Impaired) gave test directions.
E.3. Tutor gave test directions and verified that the student understood them.

F. **Partial Exclusions (must be reported on exclusion form)** Student excluded from
F.1. the Reading test
F.2. the Math test
F.3. the Writing test
F.4. the Science, Social Studies, Arts and Humanities, and Health tests

G. **Other Modifications**
G.1. Other (must be approved by the Department of Education **in advance**)

MARYLAND

Maryland State Department of Education. (September, 1994). Guidelines for exemptions, excuses, and accommodations for Maryland statewide assessment programs for 1994-95 school year. Baltimore, MD. Pp. 2, 6, 9, 12, 14-22.

GENERAL PRINCIPLES

4. **Accommodations** must not invalidate the assessment for which they are granted. The school Admissions, Review, and Dismissal (ARD/IEP) committee should make or review accommodation decisions as part of the development or annual review of the Individualized Education Program (IEP) for students with disabilities; document the decisions; and include the accommodations in or with the IEP. **Accommodations must be based upon individual needs and not upon a category of disability area, level of instruction, environment, or other group characteristics.** Accommodations must have been operational in the student's ongoing instructional program and in all assessment activities during the school year; they may not be introduced for the first time in the testing of an individual. (In this paper, "accommodations" will be used for both the terms "modifications" and "accommodations.")

5. Decisions regarding exemptions and accommodations for student assessments shall be made during the ARD/IEP and 504 meeting. Parents shall be informed in accordance with the normal ARD/IEP procedures.

6. Accommodations of Section 504 students must be documented according to district Section 504 procedures as a part of the student's instructional program and must have been operational in the student's ongoing instructional program and in all assessment activities during the school year; they may not be introduced for the first time in the testing of an individual. [The U.S. Department of Education regulations identify (34 CFR 104.3(j)(1)) a student as handicapped so long as she/he meets the definition of qualified handicapped person; i.e., "(1) 'handicapped person' means any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment."]

7. The Local Accountability Coordinator (LAC) is directly responsible (in cases of a dispute or difference of opinion regarding an accommodation recommended by the ARD/IEP Committee) for making final decisions and clarifications regarding exemptions, excuses, and accommodations for state-wide assessment programs. The LAC may implement practices and procedures beyond those listed here. In establishing and implementing policies and procedures, LACs are expected to involve appropriate personnel and, at a minimum, the local supervisor or representative of special education, and Limited English Proficiency, Section 504, and school-based staff. The decision of the validity or efficacy of not allowing an accommodation *for testing purposes* does not imply that such accommodation cannot be used for instructional purposes. The following is an example of validity review of an ARD/IEP Committee recommendation by the LAC:

   Addressing the issue of validity involves an examination of the purpose of the test and the specific skills intended to be measured. For example, if an objective of the writing test is to measure handwriting ability, that objective would be substantially altered by allowing a student to dictate his/her response. On the other hand, if a writing objective stated that the student was to be able to communicate thoughts or ideas, handwriting might be viewed as only incidental to achieving the objective. In this latter case, it probably would not appreciably change the measurement of the objective to allow the use of a dictated response.

I. MARYLAND FUNCTIONAL TESTING PROGRAM

B. Exemptions, Excuses, and Accommodations

3. Accommodations

a. Students with Disabilities. The school's Admission, Review, and Dismissal (ARD/IEP) committee should decide upon the appropriate instructional/assessment accommodations for a student with disabilities at the IEP development or review meeting for the year in which the student is scheduled to take the functional tests and indicate that decision on the student's IEP. If the Local Accountability Coordinator (LAC), in consultation with MSDE, agrees that the recommended accommodations will not invalidate the test, the accommodations will be implemented.

b. Students with Temporary or Long Term Disabilities, and Section 504 Students. Regular education students who have a temporary or long term disability that interferes with test performance should be offered accommodations in the test procedure to compensate for their disabilities. If the LAC, in consultation with MSDE, agrees that the accommodations will not invalidate the test, the accommodations will be implemented and documented in the student's record.

c. Limited English Proficient Students. Not Applicable.

II. COMPREHENSIVE TESTS OF BASIC SKILLS, 4TH EDITION (CTBS/4)

B. Exemptions, Exclusions, and Accommodations

3. Accommodations

a. Students with Disabilities. The school's ARD/IEP committee will recommend appropriate accommodations for a student with disabilities to the LAC. If the LAC, in consultation with MSDE, agrees that the recommended accommodation will not invalidate comparisons with national norms, the accommodation will be implemented and documented in the student's IEP.

b. Students with Temporary or Long Term Disabilities or Section 504 Students. Regular education students who have a temporary or long term disability that interferes with test performance should be offered accommodations in the test procedure to compensate for their disabilities. If the LAC, in consultation with MSDE, agrees that the accommodation will not invalidate comparisons with national norms, the accommodation will be implemented and documented in the student's record.

c. Limited English Proficient (LEP) Students. Not Applicable.

d. Time Extensions. Time extensions may be allowed for CTBS/4. However, such extensions invalidate comparisons to national norms. Therefore, the scores for these students will be reported to parents as a non-standard administration which invalidates comparisons to national norms. Scores for these students will not be included in state summary reports such as the Maryland School Performance Report. The LAC must approve and document non-standard administrations and make note of the non-standard administration with the students' test scores.

III. MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM

B. Exemptions, Exclusions, and Accommodations

3. Accommodations

a. Students with Disabilities. Students with disabilities who are accommodated in their instructional programming may be granted those accommodations if they are determined to be necessary and appropriate in the testing situation. The school's ARD/IEP committee will decide upon the appropriate accommodations at the IEP development or review meeting for the year in which the student is scheduled to take the MSPAP and indicate the decision on the student's IEP. If a required accommodation would invalidate the MSPAP, the student may be exempted from that part of the MSPAP.

b. Students with Temporary or Long Term Disabilities or Section 504 students. Regular education students who have a temporary or long term disability that interferes with test performance should be offered accommodations in the test procedure to compensate for their disabilities. If the LAC, in consultation with MSDE, agrees that the accommodations will not invalidate the test, the accommodations will be implemented and documented in the student's record.

c. Non-English Proficient Students. Some students who are Limited English Proficient, after meeting established guidelines for language proficiency, may require specific accommodations (e.g., time extensions) in assessment. If these accommodations invalidate the MSPAP, these students may be exempted from that part of the MSPAP.

SUMMARY OF EXEMPTIONS, EXCUSES, AND ACCOMMODATIONS IN MARYLAND STATEWIDE TESTING PROGRAMS

3. *** ACCOMMODATIONS

Program	Who may be accommodated?	How?
MFTP	Some students with disabilities	ARD decision documented in student's record
	Regular students with temporary or long-term disabilities or Section 504 students	Principal/staff decision documented in student's record
CTBS/4	Some students with disabilities	ARD decision documented in student's record
	Regular education students with temporary or long-term disabilities or Section 504 students	Principal/staff decision documented in student's record
MSPAP	Some students with disabilities	ARD decision documented in student's record
	Regular education students with temporary or long-term disabilities or Section 504 students	Principal/staff decision documented in student's record

VALIDATION

(ACCOMMODATIONS MUST NOT INVALIDATE THE ASSESSMENT FOR WHICH THEY ARE GRANTED)

* Exempted students are reported but not included in computations in the school's data-base for the Maryland School Performance Report on any of the statewide assessment programs.

** Excused students are included in computations in the school's data-base for the Maryland School Performance Report on all the statewide assessment programs.

*** Accommodated students are included in computations in the school's data-base for the Maryland School Performance Report on all of the statewide assessment programs.

Second semester transfer students (from out-of-state or nonpublic schools) who take the MSPAP are not included in the school's data-base for the *Maryland School Performance Report.*

ACCOMMODATIONS PERMITTED

Any accommodation or set of accommodations is permitted for students with disabilities, students with temporary or long term disabilities, or 504 students.
Accommodations apply to Limited English Proficient students for MSPAP only.

I. SCHEDULING ACCOMMODATIONS

Is the Accommodation Permitted? (Yes, No, or NA—Not Applicable and/or Not Yet Available)

MFTP	CTBS/4	MSPAP		
Yes	Yes	Yes	A.	Periodic "breaks" needed, within a continuous test session, without exceeding total time allowance.
Yes	Yes	Yes	B.	"Breaks" needed away from testing situation without exceeding total time allowed within same day.
Yes	Yes	Yes	C.	Tests given regularly within a single day/session may be administered over multiple days for this student without exceeding total time allowances.
Yes	Yes	Yes	D.	Extra response and processing time may be necessary. (MSPAP time extensions must allow for participation in group activities.) (For CTBS/4 time extensions, see page 8.)
Yes	Yes	Yes	E.	Tests are administered at best time of day for student.
Yes	Yes	Yes	F.	Other, as specified and agreed to the Local Accountability Coordinator and Special Education LEP/504 staff, as appropriate.

II. SETTING ACCOMMODATIONS

Is the Accommodation Permitted? (Yes, No, or NA—Not Applicable and/or Not Yet Available.)

MFTP	CTBS/4	MSPAP		
Yes	Yes	Yes	A.	General education classroom, with special seating (front of room, carrel, etc.).
Yes	NA	Yes	B.	General education classroom, with adjusted grouping.
Yes	Yes	Yes	C.	General education classroom, with additional school support person (instructional assistant, guidance, etc.). Support person is not to help student read or respond to items.
Yes	Yes	Yes	D.	General education classroom, with special education staff as support. Support person is not to help student read or respond to items.
Yes	Yes	Yes	E.	Small group setting with school support staff (speech pathologist, guidance, pupil personnel worker, etc.) as examiner.
Yes	Yes	Yes	F.	Small group setting with special education teacher as examiner.
Yes	Yes	NA	G.	Individual administration within the school building.
Yes	Yes	NA	H.	Individual administration outside school (home, hospital, etc.).
Yes	Yes	Yes	I.	Other, as specified and agreed to by the Local Accountability Coordinator and Special Education/ LEP/504 staff, as appropriate.

III. EQUIPMENT ACCOMMODATIONS

Is the Accommodation Permitted? (Yes, No, or NA-- Not Applicable and/or Not Yet Available.)

MFTP	CTBS/4	MSPAP		
Yes	Yes	Yes	A.	Large print test materials.
Yes	NA	NA	B.	Braille test materials.
Yes	No	Yes	C.	Calculator for math testing.
Yes	No	Yes	D.	Use of electronic devices (mechanical speller, word processor, computer, augmented communication device, etc.)
Yes	Yes	Yes	E.	Other, as specified and agreed to by the Local Accountability Coordinator and Special Education/LEP/504 staff, as appropriate.

IV. PRESENTATION ACCOMMODATIONS

Is the Accommodation Permitted? (Yes, No, or NA-- Not Applicable and/or Not Yet Available.)

MFTP	CTBS/4	MSPAP		
Yes	Yes	Yes	A.	Repetition of directions, as needed.
Yes	NA	Yes	B.	Written copies of orally presented materials, that are found only in examiner's manual.
NA	NA	NA	C.	Accessibility to close-caption or video materials.
Yes	Yes	Yes	D.	Interpreter or amplification required for test directions/examiner-led activities.
Yes	NA	NA	E.	Verbatim audio tape of directions.*
Yes	No	Yes	F.	Verbatim audio tape of presentation of total test.*
Yes	No	Yes	G.	Reading of selected sections of test or vocabulary by examiner or assistant.*
Yes	No	Yes	H.	Verbatim reading of test to student.*
NA	NA	NA	I.	Other, as specified and agreed to by the Local Accountability Coordinator and Special Education/LEP/504 staff, as appropriate.

*Except for reading assessments

V. RESPONSE ACCOMMODATIONS

Is the Accommodation Permitted? (Yes, No, or NA-- Not Applicable and/or Not Yet Available.)

MFTP	CTBS/4	MSPAP		
Yes	Yes	NA	A.	For machine-scored tests, student marks answers in test booklet. (Transfer to answer sheet completed by school personnel.)
Yes	Yes	Yes	B.	For selected response items, student indicates answers by pointing or other method.
Yes	NA	Yes	C.	For extended response tasks, student uses word processor.
Yes	Yes	Yes	D.	For extended response tasks, student tapes response for later verbatim transcription by school personnel.
Yes	Yes	No	E.	Student's transferred responses may be checked by staff member.
Yes	NA	Yes	F.	For extended response tasks, student dictates response to examiner for verbatim transcription by school personnel.

MFTP	CTBS/4	MSPAP		
Yes	NA	NA	G.	For extended response tasks or oral presentation, student signs response to interpreter of the deaf/hearing impaired.
NA	NA	Yes	H.	For oral presentation, student has a small group audience.
NA	NA	Yes	I.	For oral presentation, student has a familiar, small group audience.
NA	NA	NA	J.	For oral presentation, student responds to staff member.
NA	NA	NA	K.	For oral presentation, student responds to a familiar staff member.
Yes	Yes	Yes	L.	Other, as specified and agreed to by the Local Accountability Coordinator and Special Education/ LEP/504 staff, as appropriate.

ASSESSMENT ACCOMMODATION GUIDELINES FOR IEP DISCUSSIONS

Levels of Participation in Assessments

A. Student participates in all classroom, system, and state-required testing programs.

B. Student participates in all classroom, system, and state-required testing programs with accommodations.

C. Student participates in all testing programs except for group norm-referenced standardized tests.

D. Student participates in all testing programs, with accommodations, except for group norm-referenced standardized tests.

E. Student participates in all classroom, system, and functional tests, but is exempt from a part of the MSPAP because the required accommodation invalidates the test.

F. Student participates in all classroom, system, and functional tests, with accommodations, but is exempt from a part of the MSPAP because the required accommodation invalidates the test.

G. Student participates in all classroom, system, and functional tests, but is exempt from the entire MSPAP because the required accommodation invalidates the test.

H. Student participates in selected classroom and system tests, but is exempt from MSPAP and exempt from functional testing (the student is exempt from functional testing because the IEP indicates he/she will not be pursuing a high school diploma).

I. Other, specify.

ACCOMMODATION PROCESS

WHO?

The school Admissions, Review, and Dismissal (ARD/IEP) committee should make or review accommodation decisions. The ARD/IEP committee must be multidisciplinary and should include an administrator, the student's teacher, the parent or guardian, a special education teacher, related service

providers, and the student (where appropriate). Outside agencies, counselors, etc., may also participate, as appropriate. For purposes of determining appropriate and valid assessment accommodations, the committee should consult with the school test coordinator and/or LAC.

WHEN?
Accommodations should be reviewed at least annually, preferably as a part of the annual review of the IEP. However, the ARD/IEP committee may meet, to review accommodations more often, if necessary.

WHAT?
All accommodations for instruction that have been previously successful, and proposed additional accommodations should be discussed. Decisions for necessary assessment accommodations should be derived from the daily instructional accommodations. Justification for each accommodation should be documented. Accommodations that have not been successful should also be noted. For assessments, within the context of the IEP and through consultation with the LAC, the ARD/IEP committee should review and select instructional accommodations actually used with the student. Each accommodation must (1) reflect actual instructional practice and (2) preserve the validity of the assessment. Assessment accommodations approved by the ARD/IEP committee and LAC should be shared with classroom teachers, parents or guardians, administrators, the school test coordinators, and related service providers as needed.

WHERE?
All instructional and assessment accommodations should be included in or attached to the IEP.

HOW?
ARD/IEP committees may wish to use the *Outcomes Accommodations Decision Model* on the following page to assist them with accommodations deliberations.

MASSACHUSETTS

The regulations are under development to meet new requirements for statewide testing. They were not available at the time this document was printed.

MICHIGAN

Michigan Department of Education. (February 1992). Procedures for local school districts in implementing the state endorsed diploma. Lansing, MI. P. 7.

PROCEDURES FOR IMPLEMENTATION OF THE STATE ENDORSED DIPLOMA REQUIREMENTS FOR STUDENTS WITH DISABILITIES

TEST ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Any student with a disability, whether or not he/she is receiving special education, is entitled to an appropriate accommodation as long as the accommodation does not subvert the purpose of the test. The selection of accommodations should be based on their appropriateness to the nature of the student's disability and its impact on the individual. A student should not be expected to use a different accommodation in testing than used in instruction (OCR 1987). Provided below is a list of examples. This list should not be considered exhaustive.

- Extended time**
- Alternate date
- Divided exam over more days
- More frequent breaks
- Separate room
- Calculator
- Reader/Audio Tape
- Signer/Interpreter
- Computer adaptations (input and output)
- Home/Hospital location

**The current MEAP is untimed; it is recommended that this option be fully utilized.

Prior to exercising the special education exemption under §104a(6), the appropriateness of providing accommodations should be exhausted. Staff will prepare suggested procedures for determining the need for accommodations and/or reasonableness of any specific accommodation requested.

MINNESOTA

Minnesota does not have a state assessment.

MISSISSIPPI

Mississippi Department of Education, Office of Student Assessment. (August, 1994). Mississippi assessment system exclusions and accommodations. Jackson, MS. Pp. 4-8.

PART 2: ACCOMMODATIONS

Mississippi Code 37-16-9 ensures that appropriate test modifications/accommodations are provided for eligible students. Accommodations may include modification of the testing instruments and procedures to ensure that the test results represent the student's achievement rather than sensory, manual, speaking, or psychological process skills-except when such skills are the factors the test purports to measure.

Some students may require accommodations or modifications of the testing instruments and/or procedures. Students who may qualify for accommodations include the following:

(1) Special Education students with a disability who receive special education services regularly as a part of the instructional program;

(2) Any student who at the time of the test has a temporary physical limitation resulting from illness/injury, such as a broken limb, temporary vision /hearing loss; and

(3) Any other student for whom special accommodations are made even though not ruled eligible for or not participating in a special education program (*students considered eligible under Section 504).*

Whenever the accommodations are appropriate for the student's disability, are routinely provided in the student's instructional program, and are allowable for a test, an eligible student's test results are to be included in the summary statistics. Appropriate accommodations must meet all of the following criteria:

(1) The accommodation must not affect the validity of the test.

(2) The accommodation must function only to allow the test to measure what it purports to measure.

(3) The accommodation must be narrowly tailored to address a specific need in order to justify the request.

When all three of the above criteria are met, the accommodation may be provided. Each request for an accommodation should be considered and treated on an individual basis. **A primary factor in considering a request is whether or not the accommodation requested is made for this child in regular classroom instruction throughout the school year.**

Based on the criteria established above, some accommodations are not allowed to be used on certain tests. Accommodations allowed on each of the tests administered as part of the Mississippi Assessment System are identified in Table 1.

The District Test Security Plan Checklist requires an organized plan for providing assessment accommodations needed at each school. Schools must maintain appropriate documentation to support all allowable accommodations. It is most important for the District Test Coordinator to continuously evaluate the students' needs for accommodations and to amend the district plan as needed. Any question regarding

a specific accommodation must be submitted to the Office of Student Assessment in **writing prior to the time of testing.**

Allowable Types of Accommodations

Students who qualify for accommodations are identified on page 4 and may be eligible for the following types of accommodations:

Seating/Setting Accommodations. Seating and/or setting accommodations are available on all components of the Mississippi Assessment System including the FLE, *Iowa Tests of Basic Skills/Tests of Achievement and Proficiency* and their related performance assessments, and Subject Area Tests. Specific examples of setting accommodations include testing in a small-group setting, using a study carrel to reduce distractibility, testing in a familiar or specified classroom, and /or in an individual setting (including at home for a homebound student). A specific seating accommodation is seating a student in the front of the classroom facing the teacher while directions are given.

Scheduling Accommodations. Various scheduling accommodations are appropriate for students on statewide tests. However, care must be taken to ensure that the scheduling accommodations for these tests do not jeopardize the standardization procedures. Examples of accommodations include more time to complete the test, scheduled rest breaks between subtests, or scheduling test administration at a specific time for the accommodation. The only allowable scheduling accommodations for the Iowa Tests of Basic Skills /Tests of Achievement and Proficiency are rest breaks between subtests and test administration at a specific time of day tailored to the accommodation. *Due to standardization and norming procedures, the Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency (including related performance tests) do not allow for additional time or specific segments of time* ***if the results are to be included in the summary statistics.*** *If a student needs either additional time or specific segments of time in order to participate in this assessment, he could be accommodated, but his test results will not be included in the summary statistics.*

Format/Equipment Accommodations *Due to standardization and norming procedures, the Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency, including related performance tests, allow for very limited accommodations of format or use of equipment-if results are to be included in the summary statistics. These allowable accommodations are limited to hearing aids, auditory trainers, and any type of specialized table needed to accommodate wheelchair students. Any student could be allowed to participate in this assessment with other format/equipment accommodations; however, that student's results could not be included in the summary statistics.* Broader format/equipment accommodations are allowed on the *FLE and SATP. Any testing accommodation for format/equipment must be consistent with format/equipment accommodations in the student's instructional program. Documentation of instructional accommodations should be found in the student's IEP or 504 Accommodation Plan. Format/equipment accommodations can vary widely depending on the specific needs of the student. For example, large -print tests may be needed if the student typically uses large-print in his instructional setting. The local district is responsible for confirming that the need for large-print is consistent with classroom use and then request this accommodation from the Office of Student Assessment.* Magnifying equipment or a brailler may be necessary for a pupil who has visual problems. Auditory trainers or communication boards may be needed for pupils who have hearing and/or communicative impairments. Students who are unable to provide a handwritten response due to physical impairments may use a typewriter, word processor, or other communication device that results in a written product. *In situations where reading is not being assessed, it may be necessary to read, or assist in reading, for a student who has a disability in reading (if this is typically done in the instructional setting).* A higher table will be necessary to accommodate a pupil in a wheelchair. A pupil who is homebound may be given the test at home. A pupil requiring a typewriter, brailler, or other alternative testing technique which might disturb a group setting may need scheduling or setting accommodations to maximize the appropriateness of the testing environment for all students.

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Recording /Transferring. *Again, due to standardization and norming procedures, the Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency, as well as related performance tests, do not allow for this type of accommodation when results are to be included in overall comparative data. While any student may participate in the assessment with this type of accommodation, the results could not be included in comparative data.* Recording/transferring accommodations are allowed for the FLE and SATP. The FLE does not measure handwriting as a part of the Written Communication section. When dictation is necessary, the pupil must provide all punctuation, spelling, and paragraphing, so the only writing skill not performed is handwriting. A pupil with motor difficulties, visual problems, or labored speech who dictates responses to an amanuensis may need rest breaks due to fatigue. Students who use large-print booklets may mark their answers in the test booklet and have the answers transferred to the answer document by the test administrator should have a witness present. The signature of the witness and the date of test administration must be included on the test booklet.

In all cases where students receive accommodations, the local district is responsible for : (1) confirming the need for the accommodation; (2) confirming the consistency of use of the accommodation for that student in the classroom; and (3) requesting the accommodation from the Office of Student Assessment (if not pre-approved or clearly addressed in this appendix).

Additional Notes for LEP Students

LEP students may be tested in a separate room, either individually or in a small group. A school employee who is more familiar to the student than the person who would typically administer the test may be used, as long as the procedures are in compliance with the District Test Security Plan and with the particular testing program. Also, the LEP student should be familiarized with testing procedures, since the student's culture may not have provided extensive experience with standardized testing. **Practice on items that have formats similar to those used with standardized testing, including a machine-scored answer sheet for practice with "bubbling," is recommended. However, no practice on actual test items, alternate test forms, or items closely parallel to actual test items should be given. THIS LATTER ADMONITION APPLIES TO ALL STUDENTS BEING TESTED.**

Accommodations NOT allowed

Calculators may *not* be used by any student on any statewide test at this time. Reading tests may not be read aloud to students.

PART 3: PETITION FOR SPECIAL CONSIDERATION

In some very rare instances, a student with a disability may require special consideration for exemption and/or accommodation not provided for in these guidelines. In such cases, a petition for special consideration may be made to the Office of Student Assessment by the District Superintendent. Such a petition must clearly state the reason that special consideration is necessary. In addition, the request must include adequate supporting information and documentation. *This type of request must be submitted to the Office of Student Assessment well in advance of testing dates to allow for appropriate review.*

Table 1

Allowable Accommodations for the Mississippi Assessment System
(for which results may be included in the summary statistics)

Test	Type of Accommodation	Examples
All (FLE, SATP, *ITBS/TAP, performance tests)*	SEATING - preferential placement within the group or classroom	A. at the front of the room B. facing the test administrator while directions are given
All	SETTING - includes location, atmosphere, and/or conditions	A. in a small group B. individually to accommodate a specific disability C. in a familiar room D. with a familiar teacher E. at home (only for homebound students) F. in a study carrel
FLE, SATP - A through E *ITBS/TAP, performance test- only B & C accommodations are allowed (for results to be included in summary statistics)* *Note: If an excluded student wishes to participate in the ITBS/TAP, and /or performance tests and needs accommodations A, D, or E, he/she may be accommodated but the results may not be included in summary statistics.**	SCHEDULING - includes amount of time, and/or any other specific need involving time	A. additional time to complete the test B. with scheduled rest breaks (between subtests) C. at a time of day to accommodate the student's disability D. in specific periods of time (specify length) E. until, in the test administrator's judgment, the pupil can no longer continue the activity

*Individual student scores from nonstandard test administrations are not comparable to scores for students who took the test under standardized conditions. Thus, test norms are not applicable and should not be used to describe or evaluate such students' achievements.

Table 1 (continued)

Allowable Accommodations for the Mississippi Assessment System
(for which results may be included in the summary statistics)

Test	Type of Accommodation	Examples
FLE, SATP - A Through I ITBS/TAP, *performance tests-only accommodations D, E, & G are allowed (for results to be included in summary statistics)* *If an excluded student wishes to participate in the ITBS/TAP and/or performance tests and needs other types of these accommodations, he/she may be be accommodated but the results may not be included in the summary statistics.**	FORMAT/ EQUIPMENT *Any accommodation of this type must be consistent with what is typically provided in the student's instructional setting.*	A. large print/Braille test B. magnifying equipment C. brailler D. hearing aids E. auditory trainers F. communication board G. specialized table to fit a student's wheelchair H. typewriter or word processor I. *oral or audio taped administration of sections of tests which don't assess reading*
FLE, SATP **Note: No recording/transferring accommodations are allowed on the ITBS/TAP or performance tests.* *If an excluded student wishes to participate on the ITBS/TAP and/or performance tests and needs this type of accommodation, he/she may be accommodated but the results may not be included in the summary statistics.**	RECORDING/ TRANSFERRING *Any accommodation of this type must be consistent with what is typically provided in the student's instructional setting.*	A student may dictate the answers to someone or use a tape recorder. A student using a large-print test booklet may mark his/her answers in the test booklet and have the answers transferred to the answer document by the test administrator (see narrative for other specific requirements).
ALL	INTERPRETER	Interpreter may be used for hearing impaired child.

*Individual student scores from nonstandard test administrations are not comparable to scores for students who took the test under standardized conditions. Thus, test norms are not applicable and should not be used to describe or evaluate such students' achievements.
Note: Calculators may not be used by any student on any statewide test at this time.

MISSOURI

Missouri Department of Elementary and Secondary Education. (1991). Missouri mastery and achievement tests: Examiner's manual and directions. Grades 2-10. Columbia, MO. Pp. 6-7.

Exemptions and Special Test Administrations and Scoring

Special Education Students: Methods for evaluating the progress of a special education student should be described in the student's Individualized Education Program (IEP). When appropriate, the IEP should include a specific statement regarding the student's participation in group standardized testing. The Department of Elementary and Secondary Education has made the following provisions for using the MMAT with special education students:

1. *Exemptions:* If the student's IEP states that the student should not participate in group standardized testing, or specifically, should not take the MMAT, that student should be exempted from testing.

2. *Modified Administrations:* If the student's IEP describes the need for altered administration procedures for group standardized testing, that student should be tested in accordance with the guidelines given in the IEP. Students for whom administration procedures are modified must be identified in the appropriate place on the answer sheet (number 1 in the "Teacher Questions" section). Scores for these students will not be included in building or district averages.

3. *Conventional Administrations:* If the student's IEP indicates that standard group test administration is appropriate or makes no mention or standardized group testing, then that student should take the MMAT with the other students at his or her grade level in the standardized manner described in the *Manual*. The student should *not* be identified as a special education student on the answer sheet, and the student's scores will be included in building and district averages.

MONTANA

Montana State Department of Education. (May, 1988). From "Assessment: Sub-chapter 1, general information, 10.56.101 Student assessment.

[Nothing in this document addresses accommodations.]

NEBRASKA

Nebraska does not have a state assessment.

NEVADA

Nevada Department of Education. (1993-94). Information for the conduct of the Nevada proficiency examination program. Carson City, NV. Appendix D, Pp. D-2 - D-4.

Appropriate accommodations in the administration of the Nevada High School Proficiency Examinations are allowed to insure that each exceptional student receives individual consideration of his or her disability as long as the accommodation(s) **does not change the nature, content, or integrity of the test(s).** Accommodations which may be allowed by an IEP committee or Section 504 program administrator, without further consultation, are listed below. Should a student's disability require an accommodation which is not included in the list, a written request for modification of the conditions under which the test is administered must be submitted to the Proficiency Testing Office of the State Department of Education not later than one month before the scheduled date for the administration of the writing examination for that testing period. The staff of the Proficiency Testing Office, in collaboration with the Special Education Branch of the Nevada Department of Education, will review special requests for appropriateness and the maintenance of the integrity of the test(s) and provide a decision not later than one week prior to the date scheduled for test administration.

Permissible Accommodations For Exceptional Students

The following accommodations for exceptional students, when appropriate, have been judged as not violating the nature, content, or integrity of the test. These accommodations may be permitted without further consultation with the Proficiency Testing Office of the Department of Education. However, this list should not be interpreted as requiring the local education agency to provide for the accommodation, should circumstances not permit. **In addition, the accommodations listed are intended to be quite specific and should not be broadly interpreted. E.g. Provisions for special furnishings do not include computers, calculators, or other electronic aids, unless specifically provided for elsewhere.**

Accommodations in test administration are not appropriate for students identified and receiving services as gifted or talented and/or speech impaired only. Those individuals should be tested as regular students.

Accommodations in the Testing Setting:

Individual administration
Small group administration (other than regular classroom)
Administration in a location other than the place regularly scheduled
Administration in the home of a homebound or home-schooled student
Use of a special test administrator including the examinee's special education teacher (This accommodation cannot be granted if the mathematics examination is to be read to the student.)
Provisions for special lighting
Provisions for special furniture such as a carrel
Provisions for special acoustics such as an amplifier for verbal instructions

Accommodations in Test Scheduling:

The time allowed to take a test in a single session may be extended to allow for rest periods to counter fatigue or to allow for the increased time required by altered testing procedures, but the total time allowed should not exceed twice the amount of time allocated to regular students.
Tests may be administered at a time of day when the student is expected to do his/her best work.

Accommodations in Test Directions:

Directions that are not normally read aloud may be read to the student.
Directions may be reread as necessary.
Verbatim **directions** may be provided in sign language.
Directions may be provided on a separate sheet which the student may consult as required.

Accommodations in Test Format:

NOTE: NRS 389.015 specifically limits the disclosure of the contents of tests used in the Nevada Proficiency Examination Program. Thus, tests in large print or permissible alternative formats must be obtained through the Proficiency Testing Office. If the need for alternative formats is anticipated, e.g. ASCII text for display on a video terminal, the Proficiency Testing Office must be notified at least two months prior to the scheduled testing date to insure adequate time for production of tests in the alternative format.

A large print version of the test may be ordered from the Proficiency Testing Office. (Orders must be received at least six weeks before the scheduled test date.)
A mask may be used to restrict the amount of material that the examinee is exposed to by covering part of the test.
A mathematics test may be read verbatim to an examinee. (This accommodation cannot be granted if the individual who is to administer the test teaches mathematics.)
A reading test may not be read to an examinee.

Accommodations in Test Answer Mode:

NOTE: When an alternative answer mode is used, the original document on which the answers were recorded must be paper clipped to and submitted with the standard answer sheet that the student would have otherwise used. These answer documents should be packed separately and clearly marked as using an alternative response mode. In addition, **if a clerk is used to record or transcribe answers, the clerk must provide a signed statement that reads, "These answers accurately reflect the student's work and only assistance in recording/transcribing the answers was provided."**

For the writing test, an examinee who must write or print in large script may record his/her response on lined paper.
For the reading and mathematics tests, the student may dictate his/her choice of answers to a clerk who will appropriately record the answer on the standard form. The student may dictate his/her response to a writing prompt if a physical disability prevents the student from recording that response unaided.
The examinee may use a standard typewriter to type his/her responses to the writing prompts. (The use of electronic aids such as spelling, grammar or hyphenation checks is not permitted.)
The examinee may write or type his/her choices of answers for the reading or mathematics examinations on a separate sheet of paper or in the test booklet, which a clerk then transfers to the

standard answer sheet. (If answers are marked in the test booklet, the booklet must be included with the answer sheet on which the answers were transcribed.)

Mechanical and Non-Mechanical Aids:

A visual magnification device may be used.
An electronic device, whose sole function is to enlarge text, may be used.
Auditory amplification devices may be used to give directions.
Examinees may use markers to maintain place.
Examinees may use a braillewriter to record responses to the writing prompts. (The original Braille document should be submitted for scoring, along with the examinee's standard answer sheet.)
A typewriter may be used. (See Accommodations in Test Answer Modes, above.)
Pencils may be adapted in size or grip diameter.
Examinees may use a device to screen out extraneous sounds.
The use of calculators is not allowed for the mathematics examination.

NEW HAMPSHIRE

Educational Improvement and Assessment Program. (1994). Guidelines for modifications and exclusions. Montpelier, VT.

Test Modification Procedures

Educationally Disabled Students Requiring Assessment Modifications (See Ed 1100)

An Individualized Education Program (IEP) team meeting shall be conducted for each student with an identified educational disability who is enrolled in each grade level tested. This may be scheduled as part of a meeting held to discuss other IEP issues and may be scheduled any time prior to the student's testing date. The IEP team shall examine what modifications, if any, are necessary to meet the student's needs during the assessment process. In light of the student's educational disability, the IEP may include as many of the modifications listed in the attached *Table of Test Modifications* as are necessary and appropriate.

Assessment modifications shall be consistent with those modifications already being employed in the student's program.

Any modifications made for a student shall be stated in the minutes of the IEP team meeting, included in the IEP, and listed on the *Roster of Modifications*. The following is a suggested statement for inclusion in the IEP:

The student will/will not participate in the third/sixth/tenth-grade New Hampshire Educational Improvement and Assessment as scheduled during the month of May 1995. The following test modifications will be observed: (list modifications)

Accounting for Students With Assessment Modifications and Exclusions

All test modifications made for individual students shall be documented and reported to Advanced Systems. A completed *Roster of Modifications* shall serve as this documentation in both instances. This *Roster of Modifications* shall be returned to Advanced Systems along with all other testing materials and shall be signed by the principal or special education director.

Table of Test Modifications

A. Scheduling Modifications
Tests were administered
- A.1. at a time of day most beneficial to the student.
- A.2. in short periods followed by rest breaks.
- A.3. until, in the administrator's judgment, the student could no longer sustain the activity.

B. Setting
Tests were administered
- B.1. in a small group.
- B.2. in a carrel.
- B.3. in the special education classroom.
- B.4. at the student's home.
- B.5. with the student seated in front of the classroom.
- B.6. with the teacher facing the student.
- B.7. by the student's special education teacher.
- B.8. by other school personnel known to the student.
- B.9. individually.

C. Format and/or Equipment Modification
Tests were administered
- C.1. in large print.
- C.2. in Braille.

}Contact Advanced Systems at 1-800-431-8901.

- C.3. with the student using magnifying equipment.
- C.4. with the student wearing noise buffers.
- C.5. with the student using a template (e.g., stencil).
- C.6. with the student using amplification equipment (e.g., hearing aid or auditory trainer).
- C.7. with the student using a typewriter or word processor.
- C.8. with the student using a calculator (only if the use of a calculator is part of the student's IEP).

D. Recording Modifications
- D.1. The student's answers were recorded by the test administrator or assistant (multiple-choice only).
- D.2. The student marked answers by machine.
- D.3. The student's answers to open-response language arts items were dictated to the test administrator and recorded in the test booklet (grade 3) or in the response booklet (grades 6 and 10) by the test administrator.

NOTE: *Students may NOT dictate their response to the writing prompt.*
- D.4. The student completed work for open-response mathematics items on separate paper and the work was transcribed to the test booklet (grade 3) or in the response booklet (grades 6 and 10) by the test administrator.
- D.5. The student's answers to open-response science items were dictated to the test administrator and recorded in the test booklet (grade 3) or in the response booklet (grades 6 and 10) by the test administrator.
- D.6. The student's answers to open-response social studies items were dictated to the test administrator and recorded in the test booklet (grade 3) or in the response booklet (grades 6 and 10) by the test administrator.

E. Modality Modifications
- E.1. The writing, listening/viewing, and mathematics tests were read to the student by the test administrator. (NOTE: The passages and questions in the reading sections can not be read to students.)
- E.2. An interpreter gave test directions and interpreted the videotaped program because the student is hearing impaired.
- E.3. A tutor gave test directions and verified that the student understood them.
- E.4. A translator/interpreter was used with an ESL student.

F. Partial Exclusions (must be reported on the *Roster of Modifications)*
The student was excluded from
- F.1. the writing prompt.
- F.2. the reading questions.
- F.3. the viewing questions.
- F.4. the language arts session (including the writing, reading, and viewing questions).
- F.5. the mathematics session.
- F.6. the science session (grades 6 and 10).
- F.7. the social studies session (grades 6 and 10).

G. Other Modifications
- G.1. Other (Must be approved by the Department of Education in advance.)

NEW JERSEY

New Jersey State Department of Education, Division of Special Education. (Summer, 1990). Special education: High school graduation requirements. Pp. 24-25.

TEST MODIFICATIONS

Some educationally handicapped pupils will be able to take the High School Proficiency Test (HSPT) according to regular administration procedures. Others will require modifications in administration procedures to accommodate their specific handicaps.

All testing decisions and/or modifications must be addressed in the pupil's IEP.

Modifications in the following areas may be used separately or in combination:

A. SETTINGS: Test administration may take place in any of the following settings:

1. Regular classroom.
2. Special classroom.
3. Resource room.
4. Separate room.

B. TEST MATERIALS could include the following alternatives:

1. Large print edition.
2. Braille edition.

C. TESTING PROCEDURES could include the following:

1. Extending test time:

   a. Adding time as needed.
   b. Providing frequent breaks.
   c. Testing over a number of days.

   Extended test time may be granted under the following conditions:

   - Starting time and date must be same as for noneducationally handicapped pupils.
   - Each section must be given in the same order as that presented to noneducationally handicapped pupils.
   - Breaks are permitted at the end of a part within a section.

2. Modifying test administration procedures:

   a. Administering test in a small group or on an individual basis.
   b. Seating the pupil preferentially.
   c. Entering of identifying and general information by an examiner.
   d. Masking portions of the test booklet to eliminate visual distractions.

e. Repeating, clarifying, or rewording directions.
f. Providing written directions on a separate sheet or transparency.
g. Using an examiner who is familiar with the pupil.

3. Modifying recording of answers:

a. Modifying the #2 pencil (larger diameter, special grip).
b. Marking answers in the test booklet.
c. Allowing for alternative forms of response such as oral, sign, typed, pointing, or other mechanical devices. The essay portion of the writing test may not be dictated; the pupil may use a typewriter, word processor, or brailler.
d. Transferring answers to answer sheet by an examiner.

D. OTHER CONSIDERATIONS could include the following:

1. Ensure that any medication has been appropriately adjusted so as not to interfere with the pupil's functioning.
2. Ensure that glasses are used if needed.
3. Ensure that hearing aids are functioning properly.
4. Ensure that source and strength of light are appropriate.
5. Ensure that an appropriate interpreter is available for hearing-impaired pupils when necessary.

E. UNACCEPTABLE MODIFICATIONS

1. The standard administration of the HSPT does not allow for the use of a calculator, nor is the use of a calculator among the permitted test modifications.

2. Reading the math word problems and the multiple choice writing questions is unacceptable because the HSPT is a basic skills test which assesses reading across all subject areas.

NEW MEXICO

State Director of Assessment and Education. (July, 1994).
Memorandum to district superintendents and test coordinators. Santa Fe, NM.

July 14, 1994

MEMORANDUM

TO: DISTRICT SUPERINTENDENTS AND TEST COORDINATORS

MODIFICATIONS

1. Any change to, or modification of, the NMHSCE that deviates from the standard administration of this statewide examination requires prior written approval from the State Superintendent of Public Instruction. In addition, any student that takes and passes any part of an approved, modified version of the NMHSCE must have that action so noted on his/her official transcript with the following statement: **"Test administered under conditions other than conditions for which the test was standardized. Upon authorization of the individual named on this transcript, an explanation of those conditions will be provided by the institution issuing this transcript."**

3. Any modification of the NMHSCE that is requested for a student currently receiving special services must be specified in advance on that student's Individualized Education Program (I.E.P.) after approval by that student's I.E.P. Committee. Any student currently receiving special services who is to be exempted from taking the NMHSCE altogether is in the category of EXEMPTIONS which is described later in this memorandum.

4. All requests for prior approval of modifications to the NMHSCE should be sent in writing to the State Superintendent of Public Instruction as far in advance of the appropriate NMHSCE administration as possible. Sending a request well in advance allows time for any necessary dialogue that may be needed between the Assessment and Evaluation Unit and key personnel within the school district involved in these decisions. The appropriate format for requesting approval is a written letter from the district superintendent to the State Superintendent (with a copy to the Assessment and Evaluation Unit to speed up the process) requesting the appropriate action, identifying students involved by name or I.D. number as well as grade level, stating reasons why this action is necessary, and attaching any necessary documentation. A return letter from the State Superintendent of Public Instruction will be sent to the district superintendent within thirty days after receipt of the initial request.

ALTERNATIVE ASSESSMENT PROCEDURES

If a student has taken and failed all or portions of the NMHSCE, and has reached senior status, the school district has the option of requesting prior approval form the State Superintendent of Public Instruction to administer appropriate "Alternative Assessment Procedures" in order to determine that particular student's mastery of competencies necessary for graduation and whether or not that student should receive a high school diploma. After results of the regular February administration of the NMHSCE have been received (usually in April), the school district superintendent then needs to use the format outlined in point #4 above in requesting permission prior to graduation to administer appropriate alternative assessment procedures to any senior who has not yet passed all portions of the NMHSCE. These alternative assessment procedures may include, but need not be limited to, the following examples: Course grades; scores obtained on out-of-state high school competency /proficiency tests; written recommendations from teachers in the content

areas failed on the NMHSCE; and, results of other appropriate tests, exams, exhibits, and/or demonstrations of student performance. The school district is under no obligation to pursue this option unless personnel who know the student in question are convinced that he/she has earned a diploma despite failing all or portions of the NMHSCE. Once alternative assessment procedures are approved by the State Superintendent, that student's official transcript must bear the following notation: **"NMHSCE WAIVER APPROVED".**

NEW YORK

The State Education Department. (January, 1994). Regents examinations, regents competency tests, & proficiency examinations. School administrator's manual. Albany, NY. Pp. 12, 16, 41.

Modifications in Testing Procedures

Regular Education Pupils. Principals may modify the testing procedures for regular education pupils for any of the State examinations when necessary, as long as the modifications do not significantly change the pupil skills being tested. Such modifications would apply for regular education pupils who have temporary disabilities or who have ongoing disabilities that do not require special education services. For example, pupils with broken arms, pupils with temporary visual problems, or pupils who are in the hospital or at home because of an illness may qualify for testing modifications. In addition, pupils who have ongoing conditions that affect their ability to take tests under regular conditions, but who do not require special education services, may also qualify for testing modifications in accordance with a plan developed pursuant to Section 504 of the Rehabilitation Act. The modifications that may be authorized when Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations are administered to such pupils are listed below.

- Time limit may be extended or waived.
- Tests may be administered in a special location.
- Answers may be recorded in any manner. When answering questions designed to measure writing ability in English or an alternative language, such pupils must provide all punctuation, the spelling of more difficult words, paragraphing, etc.
- Tests may be read to pupils. This modification is allowed only for those pupils whose vision is impaired. Only those tests or parts of tests that do *not* measure reading comprehension may be read to such pupils.

Prior permission need not be obtained from the Department for authorization of testing modifications for regular education pupils. However, a full report concerning each authorization should be sent to the Department along with the report forms for Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations.

Pupils With Disabilities. Information concerning the administration of Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations to pupils with disabilities is contained in the section of this manual entitled "Administering Examinations to Pupils With Disabilities" (page 16).

Administering Examinations to Pupils With Disabilities

Use of Modifications in Testing Procedures

Regents Competency Tests. School principals must ensure that pupils with disabilities are provided with the modified testing procedures approved by the Committee on Special Education and included on each pupil's Individualized Education Program (IEP). Principals must also ensure that only those modifications permitted by each pupil's IEP are used. The use of such modifications provides pupils with disabilities the opportunity to demonstrate proficiency in the areas of reading, writing, mathematics, science, and social studies without being limited or unfairly restricted by the existence of disabilities.

The table in Appendix V provides guidance as to the modifications that may be authorized when the competency tests are administered to pupils with disabilities. Any of the modifications noted in the table may be authorized by the Committee on Special Education for any pupil with disabilities.

Regents Examinations, Occupational Education Proficiency Examinations, and Second Language Proficiency Examinations. The modifications in testing procedures that may be authorized when pupils

with disabilities take the competency tests may also be authorized when pupils with disabilities take these examinations, with the following exceptions for Regents examinations:

1. Questions designed to measure reading ability in English or a foreign language may not be read to any pupils with disabilities taking Regents examinations or the second language proficiency examinations.
2. Answers to questions designed to measure writing ability in English or a foreign language may be recorded in any manner by pupils with disabilities. However, when recording their answers, such pupils must provide all punctuation, the spelling of more difficult words, paragraphing, etc., so that the same writing skills are being measured for all pupils.

Pupils who have been declassified may continue to be provided with modifications in testing procedures when taking Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations if recommended by the local Committee on Special Education at the time of declassification.

Additional information concerning the use of modified testing procedures for pupils with disabilities may be obtained from the Office of Curriculum and Assessment.

Appendix V

Examples of Modified Testing Procedures for Pupils With Disabilities*

Modification of Manner of Presentation

Flexible Scheduling
- Extend the time allotted to complete the test
- Administer the test in several sessions during the day

Flexible Setting
- Administer the test individually in a separate location
- Administer the test to a small group in a separate location
- Provide special lighting
- Provide adaptive or special furniture
- Provide special acoustics
- Administer test in location with minimal distractions

Revised Test Format
- Braille edition
- Large-type edition
- Increase spacing between items
- Reduce number of items per page
- Increase size of answer bubbles
- Reading passages should have one complete sentence per line
- For multiple-choice items, answers should follow questions in vertical format with answer bubble to right of each possible answer
- Omit questions which cannot be revised, prorate credit

Revised Test Directions
- Read directions to student
- Reread directions for each page of questions
- Simplify language in directions
- Highlight verbs in instructions by underlining
- Provide additional examples

Use of Aids
- Visual magnification devices
- Auditory amplification devices
- Auditory tape questions
- Questions read to pupil
- Masks or markers to maintain place
- Questions signed to pupil

Modification of Method of Response

Revised Test Format
- Record answers in test booklet
- Increase spacing
- Increase size of answer blocks
- Provide cues (arrows, stop sign) on answer form

Use of Aids
- Amanuensis
- Tape recorder
- Typewriter
- Communication device
- Word processor

Modification of Process Used to Derive Response

Use of Aids
- Calculator
- Abacus
- Arithmetic tables

*See "Administering Examinations to Pupils With Disabilities," (page 16).

NORTH CAROLINA

North Carolina Department of Public Instruction. (1993-94). Testing modifications for students with disabilities: North Carolina testing programs. Raleigh, NC. Pp. 26-44.

H. Procedural Modification Information

North Carolina Statewide testing allows the following procedural modifications for certain students and certain tests:

Test Format
Braille edition
large-print edition
video-cassette
audio-cassette

Test Environment
testing in a separate room[1]
scheduled extended time[1]
multiple test sessions
hospital/home testing

Special Test Arrangements/Assistive Devices
magnification devices
cranmer abacus
test administrator reads test aloud
interpreter signs test
dictation to a proctor/scribe[1]
student marks in test booklet[1]
Braille writer
use of typewriter or word processor

It may be appropriate to recommend that a combination of procedural modifications be used for an individual student with disabilities. Some examples are:

A. A large-print edition of a test and marking answers in the test booklet for a visually impaired student;

B. Multiple test sessions and marking in the test booklet for a student who has a short attention span or difficulty concentrating for extended periods of time.

The Department of Public Instruction's Division of Testing Services and Exceptional Children Support Team will publish the *Manual Supplement* with the *Test Administrator's Manual* in order to provide Test Administrators with information regarding the use of test modifications for students with disabilities. The new publication should be used in conjunction with the *Test Administrator's Manual* and this document. It is important that the Test Administrator be included in all training sessions to ensure proper test administration with modifications. Proctors should be

[1]This modification may be appropriate for a student with a temporary disability, such as a broken arm or finger.

instructed as to their roles and responsibilities during testing and may be included in training sessions.

Students may use calculators on test only when allowed under standard testing conditions. If the test is designed to measure skills involving mathematical procedures, calculators are not permitted. If the test is designed to measure skills involving mathematical problem-solving, calculators are permitted. Test Administrators should refer to the *Test Administrator's Manual* for each test in order to determine if calculators are permitted. If calculators are allowed, the Test Administrator should also check the *Test Administrator's Manual* to determine the type of calculator the students may use.

Note: A distinction will be made in the instructions/procedures for administering the Writing Essay sections, Open-Ended sections, and Multiple Choice sections of the End-of-Grade Tests.

TEST FORMAT

BRAILLE EDITION

Information applicable to the following tests:

- *End-of-Grade (Writing Essays, Open-Ended, Multiple Choice),*
- *Minimum Skills Diagnostic,*
- *End-of-Course, and*
- *Competency.*

A Braille version of all tests will be made available to blind and partially sighted students who are trained in this system. Students with these disabilities who have less than Level 2[2] Braille skills should have the test read to them while their answers are dictated to a Proctor/Scribe, marked in the test booklet, or recorded with a typewriter, word processor, or Braille writer. (Refer to those modifications in this section for more details.) The Test Coordinator should order Braille editions by completing the appropriate forms located in Section I of this document.

Considerations and Instructions

- Certain items that require vision for picture interpretation or sequencing and cannot be translated into raised line drawings, etc., will not be brailled. Therefore, the Braille test items may not match the standard test. Only one form of each test, and only items that are used for individual student scores, will be brailled for End-of-Grade and End-of-Course tests.

- Answers for multiple choice items are marked in the answer booklet, brailled, or dictated to a Proctor/Scribe, while the answers for open-ended test items and writing essays are recorded using a Braille writer, typewriter, word processor, or dictation to a Proctor/Scribe. (Refer to those modifications in this section for additional procedural information.)

- Some students may be able to take the Braille edition with the regular class. These students' answers must be recorded in a way that does not disturb other students, i.e., computer with headphones, mark in test booklet, etc. (Refer to "Student Marks In Test Booklet" in this section for additional procedural information.)

- The test should be administered in a room that provides a quiet location that is free from distractions during the entire testing period. Ample space and "Scheduled Extended Time"

[2] Level 2 is used instead of Grade 2 to avoid being confused with grade placement.

should be provided as needed. (Refer to "Scheduled Extended Time" in this section for additional procedural information.)

Collection, Storage, and Processing of Test Materials

- Procedures for the collection, storage, and processing of brailled multiple choice test items for the End-of-Grade, Minimum Skills Diagnostic, End-of-Course, and Competency Tests will either be included in the *Manual Supplement* or mailed with the brailled materials.

- All Braille books and overlays should be returned for storage by the Test Coordinator to the address located in Appendix IV of this document. Test Coordinators should report all errors found in the Braille edition of the tests using Form 10 (see Section I of this document).

- Student responses to open-ended and writing essays should be processed using the procedural information outlined in this section of this document for the modifications (e.g., "Braille writer," "typewriter/word processor," "dictation to a proctor/scribe") used in conjunction with the Braille edition.

LARGE-PRINT EDITION

Information applicable to the following tests:

- *End-of-Grade (Writing Essays, Open-Ended, and Multiple-Choice),*
- *Minimum Skills Diagnostic,*
- *End-of-Course, and*
- *Competency.*

Visually impaired, learning disabled, and traumatic brain injured students may receive this modification, if appropriate. On a case-specific basis, this modification may be appropriate for other health impaired students. Only visually impaired students are allowed to use the large-print Edition C of the Competency Tests because of the size of the print in that edition. (The print size of the other editions is inadequate for the visually impaired.) Students with visual impairments may receive large-print editions for any tests in the North Carolina Testing Programs. Since the more recently developed tests in the North Carolina Testing Programs have adequate "white space" to see and read the test items appropriately, students with learning disabilities may receive large-print editions (except Edition C) for the Competency Tests only. The Test Coordinator should order large-print editions by completing the appropriate forms located in Section I of this document.

Considerations and Instructions

- Allow any magnifying devices normally used by students to assist in reading information that may not be sufficiently enlarged. (Refer to "Magnification Devices" in this section for additional information.)

- It is highly recommended that students using large-print booklets should also be allowed to answer in the test booklet. (Refer to "Student Marks in Test Booklet" in this section for additional procedural information.)

- Allow "Scheduled Extended Time" and/or "Testing in a Separate Room," if appropriate. Provide ample space that will allow students to comfortably use larger booklets.

- The Test Administrator or Proctor is allowed to describe pictures in the tests when the enlarged reproductions are unclear. However, reproductions should not be described to the extent that the Test Administrator or Proctor is teaching vocabulary or a concept.

- Each student's full name must be on the front cover of the large-print test booklet.

Collection, Storage and Processing of Test Materials

- If students mark their responses in the large-print test booklets for multiple choice, open-ended, or writing essay tests, the answers must be transcribed to the appropriate answer sheets by the Test Administrator or Proctor. The transcription must be double-checked by another designated school official to ensure that no errors occurred.

- The school system should follow the standard procedure determined by the Division of Testing Services for processing the transcribed answer sheet for the particular test.

- The consumed large-print test booklet should be stored locally for six months after the scores are received. In the case of a missing answer sheet or a request for a score verification, the original test document can be retrieved and re-scored. It is important that each student's full name is on the cover of the test booklets and that the name *uniquely* identifies the student. Also, this process assists in the inventory of test materials and in accounting for "missing" test materials in the case of a state audit. After the six-month period is over and the inventory records are complete, these test materials can be destroyed. No consumed large-print test booklets should be mailed to the Department of Public Instruction.

VIDEO-CASSETTE

Information applicable to the following tests:

- *Competency.*

This modification is only available for hearing impaired students who are being administered the Competency Tests. (Refer to "Interpreter Signs Test.") Video-cassettes may not be copied. The Test Coordinator may order the video-cassettes by completing the appropriate form in Section I of this document.

Consideration and Instructions

- A video-cassette (available in 1/2" VHS format) is provided for hearing impaired students. Video equipment must be in good working condition and should be checked prior to test administration.

- A trained Test Administrator proficient in sign language or student's individual communication modality, or a trained Test Administrator and/or interpreter must be present and may clarify the test directions and questions in a manner that does not indicate the correct responses to test items.

- The interpreter should not finger spell words that have a commonly used sign. Caution should be used when rewording test items so that the interpreter is not teaching vocabulary or a concept which is being tested.

- It may be appropriate for the student to receive this modification in conjunction with other modifications, such as "Student Marks in Test Booklet," "Scheduled Extended Time," and "Testing in a Separate Room." In addition, a Proctor should be assigned to this test session in order to assist in monitoring the students during the administration.

Collection, Storage, and Processing of Test Materials

- The video-cassettes used for Competency Tests administration must be returned to the address located in Appendix IV of this document.

If "Video-Cassette" is used in conjunction with another modification which requires special storage and processing (e.g., "Large-Print Edition"), the school system should refer to the section that describes the other modification in this document for processing test materials. Otherwise, the school system should follow the standard procedure for the collection, storage, and processing of all test materials.

AUDIO-CASSETTE

Information applicable to the following test:

- *Competency.*

This modification is only available for the Competency Tests. "Test Administrator Reads Test Aloud" is not allowed for Competency due to the option for the "Audio-Cassette" modification. The audio-cassette provides a taped version of the test instructions and test items. Use of this modification is rare for any disability. It is primarily intended for use with students who have specific learning disabilities that affect their ability to perceive printed words or numbers and who acquire knowledge primarily through the auditory channel. Students classified as behaviorally-emotionally handicapped, educable mentally handicapped, traumatic brain injured, and non-Braille-reading blind students may, with the same auditory requirement, qualify for the audio-cassette. Remember that the use of this modification is rare. Audio-cassettes may not be copied. The test coordinator may order the audio-cassettes by completing the appropriate form in Section I of this document.

Considerations and Instructions

- **The student should have routine instructional experience** with audio-cassettes/tapes, such as daily or weekly use of audio-cassette versions of textbooks or taping lectures in class. Unless the student receives the **majority** of his or her instruction in the auditory mode, the audio-cassette may cause more difficulty than assistance. In such a case, the use of this modification would be detrimental to the student's test performance, as well as cause an unnecessary frustrating experience.

- **Routine student use** of audio-cassettes and/or tapes should be documented (i.e., IEP, Written Accommodation Plan) for students with disabilities. The Committee should agree and document that the student's educational needs can best be met through incorporating the routine use of audio-cassettes and/or tapes in the instructional program. For students with disabilities in special education programs, the Division of Exceptional Children (DEC) Form 5, Part 1 should include annual and/or short-term instructional goals that **specify** student use of audio-cassettes and/or tapes. (Statements such as "auditory learner" or "teacher reads books to student" do not reflect routine use of audio-cassettes and/or tapes.) Also, the DEC 5, Part 2 (page 2) should **specify** that audio-cassettes and/or tape recorders are appropriate classroom modification(s) for the student. In addition, the audio-cassette modification request, as well as the subject area (e.g., mathematics, writing objective) for the modification, should be identified on the DEC 5, Part 3.

- So that the appropriate use of this modification can be assured, the Test Coordinator and Exceptional Children's Program Administrator should tally the number of requests for audio-cassettes before the administration of the Competency Tests to determine if additional documentation and a letter of request must be forwarded to the Special Student Coordinator. One percent of the school system's first month Average Daily Membership (ADM) for the ninth grade has been set as the operational definition of "rare" for the use of the audio-cassette modification in the Competency Tests. If the number of audio-cassette modification requests are within the school system's first month ninth grade one percent ADM, no additional required documentation must be mailed to the state office other than the

standard forms. If there are more requests for audio-cassette modifications than the school system's first month one percent ADM, the Exceptional Children's Program Administrator and the Test Coordinator must forward **each student's IEP (i.e., DEC 5, Parts 1, 2, and 3) or Written Accommodation Plan which requests this modification,** Form 2 (for students with disabilities in special education programs only), and a copy of Form 8 (see section I of this document), and a letter of request to the Special Student Coordinator. (Address located in Appendix IV.) The requests will be reviewed by the Department of Public Instruction's Division of Testing Services and Exceptional Children Support Team.

- The audio-cassette is used in conjunction with a printed test (either regular or large-print) in order to provide multisensory stimulation. Audio equipment must be in good working condition and should be checked prior to test administration.

- It is recommended that students also be allowed to mark answers in the test booklets. The test should be administered in a separate room that provides a quiet location free from distractions during the testing period. Provide ample space or ear phones/headphones as needed to ensure confidentiality. "Scheduled Extended Time" may also be appropriate. (Refer to these modifications in this section for additional information.)

- Students should receive instructions on starting and stopping the audio-cassette before test administration. For example, on the audio-cassette a "beep" separates items on the cassette. Students may wish to turn off the cassette player when a "beep" is heard, finish the item just heard, and turn the cassette player back on to hear the next item.

- The Test Administrator or Proctor should continuously check to ensure that the student is marking answers in the test booklet in conjunction with the appropriate test items on the audio-cassette.

Collection, Storage, and Processing of Test Materials

- The Test Coordinator must return the audio-cassette to the address located in Appendix IV of this document.

- If "Audio-Cassette" is used in conjunction with another modification which requires special storage and processing (e.g., "Large-Print Edition"), the school system should refer to the section that describes the other modification in this document for processing test materials. Otherwise, the school system should follow the standard procedure for the collection, storage, and processing of test materials.

SPECIAL TEST ARRANGEMENTS/ASSISTIVE DEVICES

MAGNIFICATION DEVICES

Information applicable to the following tests:

- *End-of-Grade (Writing Essays, Open-Ended, and Multiple Choice),*
- *Minimum Skills Diagnostic,*
- *End-of-Course, and*
- *Competency.*

Students may use any magnification device that they normally use during instruction. This modification is available for students with impaired vision (blind, partially sighted) and others, for example, traumatic brain injured students.

Considerations and Instructions

- The test should be administered in a location that is quiet, provides adequate space, and is free from distractions during the entire testing period.

- Students using magnification devices should be marking in the test booklet, dictating answers to a Proctor/Scribe, or using a word processor or typewriter, when appropriate. (Refer to those modifications in this section for more details.) When the student is marking answers, the Proctor needs to check frequently to be sure the student is recording responses in the appropriate location on the answer sheet.

Collection, Storage, and Processing of Test Materials

- If the "Magnification Devices" modification is used in conjunction with another modification which requires special storage and processing (e.g., "Marking in the Test Booklet", "Dictation to a Proctor/Scribe", "Word Processor/Typewriter"), the school system should refer to the section that describes the other modification in this document for processing test materials. Otherwise, the school system should follow the standard procedure for the collection, storage, and processing of test materials.

CRANMER ABACUS

Information applicable to the following tests:

- *End-of-Grade (Open-Ended and Multiple Choice Mathematics Sections),*
- *Minimum Skills Diagnostic (Mathematics Section),*
- *End-of-Course (Tests Measuring or Requiring Mathematical Skills), and*
- *Competency (Mathematics Section).*

Blind and partiality sighted students may use a Cranmer Abacus to perform calculations, as long as the student has been trained in the use of this assistive device.

Collection, Storage, and Processing of Test Materials

- If the "Cranmer Abacus" has been used in conjunction with another modification which requires special storage and processing (e.g., "Dictation to a Proctor/Scribe", "Test Administrator Reads Test Aloud"), the school system should refer to the section that describes the other modification in this document for processing test materials. Otherwise, the school system should follow the standard procedure for the collection, storage, and processing of test materials.

TEST ADMINISTRATOR READS TEST ALOUD (NOT TESTS OF READING SKILLS)

Information applicable to the following tests:

- *End-of Grade (Writing Essays; Mathematics and Social Studies Open-Ended; Mathematical Computation, Mathematical Applications, Social Studies, and Science Multiple Choice),*
- *Minimum Skills Diagnostic (Mathematics and Language), and*
- *End-of-Course.*

The Test Administrator may, in rare cases, read non-reading sections of tests aloud exactly as they are written to students with the inability to perceive printed words or numbers, the number of times necessary for the student to comprehend the questions. This modification may be appropriate for selected students who are non-readers or are reading well below grade level (e.g., ninth-grade student with a learning disability who reads on a third-grade level). In addition, the students should be routinely instructed and tested in this manner for mathematics,

science, and social studies. Reading sections of the North Carolina Testing Programs should not be read aloud since they measure reading and/or reading comprehension skills. This modification is available for students who are behaviorally-emotionally handicapped, educable mentally handicapped, specific learning disabled, traumatic brain injured, or visually impaired (blind, partially sighted). However, students classified as behaviorally-emotionally handicapped, educable mentally handicapped, learning disabled, and traumatic brain injured should be given the opportunity to read the test on their own when possible. The students with impaired vision who receive this modification should not have Level 2 Braille skills. If the visually impaired student does have Level 2 Braille skills, the "Braille Edition" would be the appropriate modification. On a case-specific basis, this modification may be considered for other health impaired students. Remember that this modification may not be used on portions of the tests which are designed to measure reading skills. This modification is not allowed for the Competency Tests because of the option to use the audio-cassette modification.

Considerations and Instructions

- Students for whom this accommodation is used should be tested in a separate room, and the entire group of students should be administered the same form of the test. Also, there may be some students with disabilities who would need "Schedu!ed Extended Time" in addition to the "Test Administrator Reads the Test Aloud" modification.

- The specific abilities of the individual student will dictate whether responses to multiple choice items are to be marked on the answer sheet or in the test booklet by the student. Students may use dictation to a Proctor/Scribe to record answers, when appropriate. (Refer to those modifications in this section for more details.)

- It would not be appropriate to read aloud certain sections of the state tests if the students are not familiar with the routine use of this modification with the particular subject matter. For example, a student with a learning disability in the area of reading may find that reading aloud the Mathematics Computation section of the End-of-Grade Tests is a hindrance since the test items are purely computational (i.e., no words).

- Test Administrators should read **each test item** aloud to the student(s), as well as the sample questions. Before testing begins, the Test Administrator should inform the students that word(s) located on a map, chart, etc., will be read aloud if the student raised his or her hand. (Refer to *Manual Supplement* for Specifics.)

- **The conditions of the disability should be documented, and evidence should indicate that prior instruction, including testing, has been given almost exclusively through the auditory mode.** The Test Administrator should tape the general instruction, as well as the reading of each test item. Audio equipment must be in good working condition and should be checked prior to test administration. Each tape should be labeled with the name of the test, student(s), and school system. The open-ended reading and multiple choice reading comprehension sections (i.e., reading passages, test items) of the End-of-Grade Tests and the reading section of the Minimum Skills Diagnostic Tests **may not be read aloud** since these components measure reading/reading comprehension skills. (The "Test Administrator Reads Test Aloud" modification is not available for the Competency Tests because of the "Audio-Cassette" modification.)

Collection, Storage, and Processing of Test Materials

- Each audio-cassette used to tape the multiple choice (not reading sections), open-ended (not reading section), or writing essays tests should be labeled with the name of the test, student(s), and the school system. The Test Coordinator should mail the audio-cassette to

the address located in Appendix IV. (The Division of Testing Services is unable to return the audio-cassettes to local systems for storage and recycling unless the tapes are labeled appropriately.)

- When the tapes are returned to the school system, they should be stored locally for six months by the Test Coordinator after the test results are received in case there are questions regarding the scores. After the six-month period, the tapes may be recycled.

- If another modification which requires special storage and processing (e.g., "Student Marks in the Test Booklet") is used in conjunction with "Test Administrator Reads Test Aloud", the school system should refer to the section that describes the other modification in this document for processing test materials. Otherwise, the school system should follow the standard procedure for the collection, storage, and processing of all test materials.

INTERPRETER SIGNS TEST (NOT TESTS OF READING SKILLS)

Information applicable to the following tests:

- *End-of-Grade: (Writing Essays; Mathematics and Social Studies Open-Ended; Mathematical Computation, Mathematical Applications, Social Studies, and Science Multiple Choice),*
- *Minimum Skills Diagnostic (Mathematics and Language), and*
- *End-of-Course.*

Test administration sessions for hearing impaired students who normally communicate in sign language may include an interpreter to sign the test instructions and questions and to answer questions that pertain to understanding the test instructions or procedures. Test directions and instructions may always be signed to the students. Test questions may be signed the number of times necessary to ensure comprehension, but in a manner that does not indicate the correct response to the test questions. For example, definitions of words should not be provided. Instructions for the End-of-Grade *Test Administrator's Manual* specially modified for ease of signing directions and video-cassette (signed) versions of the Competency Tests are available from Test Coordinator. If necessary, the Test Coordinator may obtain additional copies by contacting the Special Student Coordinator (address in Appendix IV). A modified version of the End-of Course *Test Administrator's Manual* specially modified for ease of signing is not available since most older hearing impaired students enrolled in a *Standard Course of Study* course have the ability to comprehend the instructions in the standard manual.

Considerations and Instructions

- **Use of this modification should be a rare occurrence and the need should be documented in the IEP. The IEP must reflect routine use of signing test items as part of the student's instructional program.**

- **The Test Administrator and the interpreter must attend all training sessions.**

- Since the interpreter must be familiar with the concepts of the test items in order to sign appropriately, the interpreter may review **only multiple choice test items** on the morning before a test administration in order to practice the signs. It is vital that no test items leave the room and that confidentiality is maintained. School personnel must not disclose the content or specific items contained in the tests. Interpreters may not review open-ended items or writing essay prompts before test administrations.

- Each test site must have two adults when using the "Interpreter Signs Test" modification: (1) a Test Administrator who reads the information (e.g., directions, test items) aloud to the interpreter and (2) the interpreter who signs to the students. The interpreter must be proficient in sign language or the student's individual communication modality and may clarify the test directions and questions in a manner that does not indicate the correct responses to test items. The specially modified *Test Administrator's Manual* for End-of-Grade Tests is designed to help the interpreter know how to sign the directions conceptually through the words read by the test administrator. For other test administrations the Test Administrator should read the directions from the standard *Test Administrator's Manual.*

- The interpreter should not finger spell words that have a commonly used sign. Caution should be used when rewording test items so that the interpreter is not teaching vocabulary or a concept which is being tested.

- The entire testing session in which an interpreter conducts a signed test administration must be video-taped if test items are signed to the students. **The students should not be video-taped.** Each video-cassette must be labeled with the name of the test, student(s), and school system. Also, the video equipment must be in good working condition and should be checked prior to test administration. If only the test instructions (i.e., not test items) are signed to the students, the session should not be video-taped.

- The open-ended reading and multiple choice reading comprehension sections of the End-of-Grade Tests and the reading section of the Minimum Skills Diagnostic Tests **may not be signed** since these components measure reading/reading comprehension skills. (The "interpreter signs test" modification is not available for the Competency Tests because of the "video-cassette" modification.) Test items not measuring reading ability may be signed the number of times needed to clarify instructions and directions to hearing impaired students who exhibit more than a two-year reading delay.

- When using this modification with a group of hearing impaired students, the same form of the test should be administered to the group.

- "Testing in a separate room" and "scheduled extended time" are highly recommended. (Refer to these modifications in this section for more details.) In addition, Proctors should be assigned to these test sessions in order to assist in monitoring the students.

Collection, Storage, and Processing of Test Materials

- If the session is video-taped, each cassette must be labeled with name of the test, student(s), and the school system. The Division of Testing Services is unable to return the video-cassettes to local systems for storage and recycling unless the tapes are labeled appropriately. The video-cassette(s) must be mailed by the Test Coordinator to the address located in Appendix IV of this document.

- When the video-cassettes are returned to the school system, the tapes must be stored locally for six months after the scores are received in case there are questions regarding the scores or administration. After a six-month period, the tapes may be recycled.

- If another modification which requires special handling is used in conjunction with the signed administration (e.g., "student marks in test booklet"), the school system should refer to the section that describes the other modification in this document for processing test materials. Otherwise, the school system should follow the standard procedure for the collection, storage, and processing of test materials.

DICTATION TO A PROCTOR/SCRIBE

Information applicable to the following tests:

- *End-of-Grade (Writing Essays, Open-Ended, Multiple Choice),*
- *Minimum Skills Diagnostic,*
- *End-of-Course, and*
- *Competency.*

A student may dictate answers to a proctor/scribe only if the student is unable to record responses under standard test conditions, use the "student marks in test booklet" modification, or use the "typewriter/word processor" modification. It is imperative to read all of the information about this modification in order to ensure that it is used correctly.

For the multiple choice portions of the above tests, this modification is available for use by the students who are classified as behaviorally-emotionally handicapped, educable mentally handicapped, orthopedically impaired, specific learning disabled, traumatic brain injured, or visually impaired (blind, partially sighted). On a case-specific basis, this modification may be considered for other health impaired students. These sessions do not have to be audio-taped.

"Dictation to a Proctor/Scribe" may be used with the following essay sections or open-ended components of the state tests: End-of-Grade Writing Essays and open-ended sections, End-of-Course English II essay and Algebra I open-ended section. Although the Competency Tests are multiple choice, a student may also use this modification if it is determined that the student needs to record short notes in order to answer the multiple choice questions from the writing section's objective test message. "Dictation to a proctor/scribe" is available for students who are orthopedically impaired with limited use of the upper extremities and, in rare cases, visually impaired students who do not have sufficient typewriting, word processing, or Braille writing skills. Also, in rare cases, students who are classified as behaviorally-emotionally handicapped, educable mentally handicapped, specific learning disabled, other health impaired, and traumatic brain injured with limited written expression skills may use this modification on a case-by-case basis. These sessions must be audio-taped.

Considerations and Instructions

- It should be documented that the student routinely used dictation to a proctor or a scribe during typical classroom testing.
- When the test administration must be taped, the audio equipment must be in good working condition and should be checked prior to the test session. The interaction between the proctor/scribe and the student for responding to test items should be recorded, as well as the general instructions.
- For open-ended (e.g., End-of-Grade) and writing essay (e.g., End-of-Grade Writing Essays, End-of-Course English II) tests, the proctor/scribe should record the student's response on a separate sheet of paper. After the student has had the opportunity to proofread, the proctor/scribe should transcribe the information to the appropriate student answer document.
- During the administration of tests which measure writing skills (e.g., End-of-Grade Writing Essays, End-of-Course English II), the Scribe, who should have experience working with the student, must capitalize, punctuate, and compute **only** as directed by the student. When applicable students may use a typewriter or word processor as a work sheet (e.g., orthopedically impaired).

- Electronic calculators may not be used unless they are provided for all students (e.g., End-of-Course Physics Test).

- Upon completion of the mathematics portions of any of the tests listed above, the Test Administrator, Proctor/Scribe, and student should sign a document indicating that all calculations were written by the Test Administrator or Proctor as dictated by the student. This document must be filed at the local level.

- The test should be administered in a separate room that provides a quiet location free from distractions during the entire testing period. "Scheduled Extended Time" should be provided as needed. (Refer to these modifications in this section for more details.)

Collection, Storage, and Processing of Test Materials

- For the End-of-Grade writing essay and open-ended portions; the End-of-Course open-ended Algebra I section, English II essay; or the message part of the Competency writing objective test, the session between the student and the proctor/scribe must be recorded on audio-cassette and given to the Test Coordinator along with the transcription. The transcription must be checked by someone other than the original transcriber in order to ensure accuracy. The student answer document should be processed using the standard procedures. The student's original essay or open-ended responses should be photocopied. The original and the photocopy should be stored locally for a six-month period after test scores have been returned. Responses to multiple choice test items do not have to be photocopied since the proctor/scribe records the student's responses directly onto the appropriate answer sheet.

- Each audio-cassette must be labeled with name of the test, student(s), and the school system. The Division of Testing Services is unable to return the audio-cassettes to local systems for storage and recycling unless the tapes are labeled appropriately. The Test Coordinator should mail the audio-cassettes to the address located in Appendix IV.

- When the tapes are returned to the school system, they must be stored locally for six months after scores arrive. After the six-month period, the tapes may be recycled.

STUDENT MARKS IN TEST BOOKLET

Information applicable to the following tests:

- *End-of-Grade (Multiple Choice Only),*
- *Minimum Skills Diagnostic,*
- *End-of-Course (Multiple Choice Only), and*
- *Competency.*

This modification is available for students who experience problems in recording responses on an answer document. It is appropriate for all tests except the End-of-Grade open-ended sections and Writing Essays, End-of-Course open-ended Algebra I section, and the End-of-Course English II essays since the students respond directly on the answer sheet/document as part of the standard administration. (See the "Dictation to a Proctor/Scribe" modification.) This modification is available for students classified as behaviorally-emotionally handicapped, educable mentally handicapped, hearing impaired, orthopedically impaired, specific learning disabled, traumatic brain injured, or visually impaired (partially sighted). On a case-specific basis, this modification may be considered for other health impaired students.

Considerations and Instructions

- Adequate space should be provided as needed to ensure test security.

Collection, Storage, and Processing of Test Materials

- The answers for the multiple choice test items must be transcribed from the booklet to the answer document by the Test Administrator or Proctor and verified by another school official to ensure that no errors in transcription occur.

- Each student's name, which uniquely identifies the student, should be on the front cover of the test booklet, which should be stored locally by the Test Coordinator six months after scores are returned in case of score verification requests or a state audit. At that time, the test booklets may be destroyed.

BRAILLE WRITER

Information applicable to the following tests:

- *End-of-Grade (Writing Essays, Open-Ended, and Multiple Choice),*
- *Minimum Skills Diagnostic,*
- *End-of-Course, and*
- *Competency*

Blind and partially sighted students may use a Braille writer to record answers to written essays, open-ended tests, and/or multiple-choice items, as long as the students have been trained in the use of this assistive device.

Considerations and Instructions

- This modification is available for students with impaired vision (blind, partially sighted).

Collection, Storage, and Processing of Test Materials

- All Braille responses for multiple choice tests must be transcribed to the appropriate student answer document and verified (checked for accuracy) by someone other than the original transcriber. The school system should follow the standard procedure for processing the transcribed answer sheet. The original Braille writer responses should be stored locally for a six-month period after the scores have been received in case of an audit or score verification requests.

- Special handling is required for the use of a Braille writer for open-ended (e.g., End-of-Grade, Algebra I) or essay (e.g., End-of-Grade Writing Essays, English II End-of-Course) tests. Each answer must be transcribed onto the proper section of a standard answer document by the school system. The transcription should be double-checked for accuracy by someone other than the original transcriber. The transcription must be photocopied, and the student's name and school must be written on the photocopy. The Test Coordinator should store both the photocopy and the original Braille responses locally for six months after the scores have been received in case of an audit or score verification requests. The school system should follow the standard procedure determined by the Division of Testing Services for processing the transcribed answer sheet for the particular test.

  In the case that Braille open-ended or essay responses cannot be transcribed, the untranscribed essay must be sent to the address located in Appendix IV with **documentation specifying** that the state office needs to transcribe the essay for scoring purposes. If no documentation requests that the Division of Testing Services transcribe and score the essay, the process will not be completed.

- **Only responses written on the official answer document will be scored.** Responses stapled to or placed inside an answer document may be lost. A document stating that the essay response is entirely the student's own, and that no "spell checker" or "grammar checker" was used must be signed by the student, Test Administrator, and

Proctor and filed locally for six months after the scores have been returned. After the six-month period, the original essays and photocopies may be destroyed.

USE OF TYPEWRITER OR WORD PROCESSOR

Information applicable to the following tests:

- *End-of-Grade (Writing Essays and Open-Ended Only),*
- *End-of-Course (Algebra I Open-Ended, English II), and*
- *Competency (Writing Objective Message Only).*

This modification allows certain students to use a typewriter or word processor for the open-ended or essay portions of the End-of-Grade Tests, the End-of-Course Algebra I open-ended section, or English II writing essay. Although the Competency Tests are multiple choice tests, certain students with disabilities may use this modification to complete the written part of the writing objective message. Students who use this modification should routinely use a typewriter or word processor during instruction and have adequate keyboarding/word processing skills. This modification is available for orthopedically impaired students and visually impaired (blind, partially sighted) students who do not read Braille. Students with a behaviorally-emotionally handicap, specific learning disability, and traumatic brain injury who have learning problems which affect the composing process may also use this modification. On a case-specific basis, this modification may be considered for other health impaired students.

Considerations and Instructions

- It should be documented that the student uses a typewriter or word processor for virtually all written work.

Collection, Storage, and Processing of Test Materials

- Written responses must be transcribed by handwriting the typed or word processor text to the appropriate student answer document. Scores must be verified by someone other than the original transcriber to ensure that no errors in transcription occurred. The transcription must be photocopied, and the student's name and school must be written on the photocopy. The original and the photocopy must be stored locally for a six-month period after scores have been received in case of an audit or score verification requests. After the six-month period, the school system may destroy the original essays and photocopies. The transcribed answer document should be processed through the standard procedures for scoring the specific test.

- Only open-ended responses and essays written on the official answer document will be graded. Typed responses stapled to or placed inside an answer document may be lost. A document stating that the typed or printed essay is entirely the student's own, and that no "spell checker" or "grammar checker" was used must be signed by the student, Test Administrator, and Proctor and filed locally for the six-month period following the return of the test scores.

TEST ENVIRONMENT

TESTING IN A SEPARATE ROOM

Information applicable to the following tests:

- *End-of-Grade (Writing Essay, Open-Ended, and Multiple Choice),*
- *Minimum Skills Diagnostic,*

- *End-of-Course, and*
- *Competency.*

Every student must be provided with a quiet, well-lighted area in which to take tests. For certain students with disabilities who are highly distractible, it may be best to administer the test in isolation or in a small group. This modification is available for students classified as behaviorally-emotionally handicapped, educable mentally handicapped, hearing impaired, orthopedically impaired, specific learning disabled, traumatic brain injured, or visually impaired. On a case-specific basis, this modification may be considered for other health impaired students. It is important that the Test Administrator be included in all training sessions to ensure proper test administration, using this document, the Test Administrator's Manual, Manual Supplement, and security procedures. Proctors should be instructed as to their role and responsibilities during testing and may be included in training sessions.

Collection, Storage, and Processing of Test Materials

- If another modification which requires special handling is used in conjunction with this modification (e.g., "Dictation to a Proctor/Scribe"), the school system should refer to the section that describes the other modification in this document for processing test materials. Otherwise, the school system should follow the standard procedure for the collection, storage, and processing of test materials.

SCHEDULED EXTENDED TIME

Information applicable to the following tests:

- *End-of-Grade (Writing Essay, Open-Ended, and Multiple Choice),*
- *Minimum Skills Diagnostic,*
- *End-of-Course, and*
- *Competency.*

All North Carolina tests, including the End-of-Grade Tests, are criterion-referenced tests, and as such are not "timed tests." They are aligned with the *Standard Course of Study* and are designed so that most students will have enough time to finish the tests. Using information gathered during field testing, the tests were designed so that 95% of students (including students with disabilities) would have ample time within the scheduled time frame. No additional time should be required to complete the test unless there are very slow working students in the class. One or two students in a typical class may need a reasonable extension of time (5 minutes), which can often be accomplished during the time at the end of the testing period.

The schools may determine that some very slow working regular education students will need additional time to complete their test beyond that recommended in the *Test Administrator's Manual.* The Test Coordinator and the Test Administrators should use their professional judgment to determine if there is a problem and how to solve the problem for those few students with a minimum of disruption. Any extension of recommended testing time should not be provided for all students.

However, local school systems may determine that a student with a permanent or temporary disability will need additional time to complete the test beyond that recommended in the *Test Administrator's Manual* due to the disability. In this case, the "Scheduled Extended Time" modification may be appropriate.

This modification is available for any student with a disability who may need it, including visually impaired students who suffer eye fatigue after extended periods of written work.

Considerations and Instructions

- Students who receive this modification may, as a general guide, receive up to twice the amount of scheduled test time.
- Any extension of time should occur at the end of, or immediately following, the planned testing session during the scheduled test day. Special arrangements may be needed to accommodate extensions to the usual testing schedule.
- Students should not be allowed to review questions from a previous session or questions for a future session. Paper clips may be used to secure those pages already completed or planned for future sessions.

Collection, Storage, and Processing of Test Materials

- If another modification which requires special handling is used in conjunction with this modification (e.g., "Dictation to a Proctor/Scribe"), the school system should refer to the section that describes the other modification in this document for processing test materials. Otherwise, the school system should follow the standard procedure for the collection, storage, and processing of test materials.

MULTIPLE TEST SESSIONS

Information applicable to the following tests:

- *End-of-Grade (Writing Essay, Open-Ended, and Multiple Choice),*
- *Minimum Skills Diagnostic,*
- *End-of-Course, and*
- *Competency.*

North Carolina-developed tests are objective or criterion-referenced tests. As such, they are "power" tests with testing schedules that normally allow each student the necessary time to respond to all test items. Nonetheless, if some students with disabilities are unable to concentrate for long periods of time or have short attention spans, it may be advisable to schedule these tests in several short sessions over several days. However, use of this modification should be rare, and every effort should be made to complete the test administration as close to the school's test schedule as possible in order to maintain test security. Multiple test sessions do not have to occur on the same day as the general test administration. This modification is available for any student who may need it, including visually impaired students who suffer eye fatigue after extended periods of written work. However, it should be used rarely.

Considerations and Instructions

- It should be documented that the student uses multiple sessions routinely during classroom testing. Special arrangements may be needed to accommodate multiple test sessions.
- Other modifications may be used in conjunction with "multiple test sessions," such as "testing in a separate room".
- There are several ways that this modification can be provided. The final decision should be based on the specific characteristics of the disability. For example, it may be appropriate for the student to begin the test on the scheduled date and to complete the test on the make-up day. Another alternative is to test the student for a specified time period (e.g., twenty

minutes), allow the student to take a break (e.g., eight minutes), test again for a specified time period, etc.

- Students should not be allowed to review questions from a previous session or questions for a future session. Paper clips may be used to secure those pages already completed or planned for future sessions.

Collection, Storage, and Processing of Test Materials

- If another modification which requires special handling is used in conjunction with this modification (e.g., "dictation to a proctor/scribe"), the school system should refer to the section that describes the other modification in this document for processing test materials. Otherwise, the school system should follow the standard procedure for the collection, storage, and processing of test materials. Special care must be taken in order to maintain test security.

HOSPITAL/HOME TESTING

Information applicable to the following tests:

- *End-of-Grade (Writing Essay, Open-Ended, and Multiple Choice),*
- *Minimum Skills Diagnostic,*
- *End-of-Course, and*
- *Competency.*

Hospitalized or home-bound students should have the opportunity to participate in the testing program as needed. Testing may be deferred until a makeup day, although time constraints for makeup testing are considerable. If administering a test, the student's hospital/home-bound teacher should be included in the Test Administrator's training. The Test Coordinator and Program Administrator will make a determination as to whether a Proctor is necessary to ensure standardization.

Considerations and Instructions

- These test administrations are subject to the same rules and procedures as specified in the *Administrative Information and Test Administrator's Manuals*.

Collection, Storage, and Processing of Test Materials

- If another modification which requires special handling is used in conjunction with this modification ("dictation to a proctor/scribe"), the school system should refer to the section that describes the other modification in this document for processing test materials. Otherwise, the school system should follow the standard procedure for the collection, storage, and processing of test materials.

NORTH DAKOTA

North Dakota Department of Public Instruction, Counseling, Testing, Drug Free Schools and Health Education. (November, 1994). Bismarck, ND.

"Districts may request Braille and large print editions of CTBS/4 and TCS from the National Clearinghouse For the Blind."

OHIO

Ohio Department of Education. (1990). Ohio's statewide testing program: Achievement and ability testing. Columbus, OH. Pp. 3-4.

Modifications may be made for handicapped students in accordance with school district policy and procedures. The policy and procedures shall include and/or be consistent with the following provisions:

1. No student with a handicapping condition shall be required to take, nor be prohibited from taking, the achievement and ability tests.
2. Modifications in test format and/or test administration procedures may be made in accordance with guidelines provided by the national test publisher to accommodate the needs of individual students with handicapping conditions.
3. No modification shall be made in the content of any test.
4. Any student who is granted an exemption from the achievement and ability tests shall not be required to take the test in any of the three achievement test areas.

Ohio Department of Education. (1990). Ohio's statewide testing program: Rules for high school proficiency testing. Columbus, OH. P. 9.

What modifications may be made for students with handicaps who participate in the ninth-grade proficiency tests?

No modifications in the test content may be made. Braille and large-print versions of the test will be made available. Necessary modifications to format and administration procedures will be made to accommodate the individual needs of students. A variety of modifications could be made including

- increased time
- oral administration
- use of a scribe.

OKLAHOMA

Oklahoma State Department of Education. (March, 1994). Rules and regulations of the Oklahoma school testing program. Oklahoma City, OK. P. 10.

210:10-13-11. Testing students with disabilities

(a) Accommodations shall be executed as necessary to facilitate administration of the tests for students with disabilities. Such accommodations shall be:
  (1) specified in the student's IEP; or
  (2) for the student with no IEP, specified in the form of a written request to the State Department of Education's Student Assessment Section Director.

(b) Any accommodation which deviates from established standardized test procedures for the OSTP shall be utilized only after school personnel have received approval in writing from the State Department of Education's Student Assessment Director.

(c) Large-print versions of the tests may be utilized with students whose visual disabilities necessitate such accommodations.
  (1) For those large-print tests needed, school personnel shall:
    (A) indicate on the annual test survey the quantity needed at each grade level tested; and
    (B) mail a copy of the student's IEP and medical doctor's official diagnosis of the eye problem to the State Department of Education's Student Assessment Section Director.
  (2) The Director or designee shall notify school personnel of the agency's approval/denial of use of the large-print test.

OREGON

Oregon Department of Education. (1993). Oregon statewide assessment. Salem, OR. P. 4.

MODIFICATIONS OF TESTING PROCEDURES

Individuals who participate in the Oregon Statewide Assessment Program under modified testing conditions will have their tests scored and returned to the district but these scores will not be included in the school's averages, etc.

Special Education Students

Students classified as 3rd, 5th, 8th, or 11th graders for enrollment purposes and who have an IEP may take the test by having a certified staff member adapt the testing procedures and monitor the administration of the test. Possible adaptations include:

- providing assistance in filling out the answer sheet;
- adjusting the length of time to take the test;
- reading the instructions (except the reading test);
- reading the questions (except the reading test);
- using large print tests, a typewriter, a computer or a Braille Writer.

PENNSYLVANIA

Commonwealth of Pennsylvania Department of Education. (1994). Draft 1995 assessment guidelines. Harrisburg, PA. P. 1.

- Students with disabilities who are integrated in a regular curriculum and allowed to use accommodations, including students receiving "Learning Support" and "Emotional Support," **should be included in the assessment and should be provided the adaptations and accommodations in the test environment** as stipulated under Chapters 14, 15, and 342 regarding their instruction. Extended assessment time and use of calculators is permitted for all disabilities. Use of computers is limited to those who normally have this accommodation. Reading aloud the reading assessment is not considered a valid accommodation since the purpose of this assessment is the measurement of skill in reading and comprehending printed matter.

Braille and large-print versions for one form of the reading and mathematics assessments will be available. To order Braille and large-print assessment forms, send a request with the student's name, grade level, school and district to: Request for Assessment Materials, c/o Dan Ficca, Penn Tech, 6340 Flank Drive, Harrisburg, PA 17112, by January 20, 1995. For the writing sample, a prompt can be read to visually impaired students. For technical assistance regarding students with visual impairments, contact Fran Warkomski at (800) 360-7278.

Special accommodations for students with hearing loss may also include the use of sign language for the directions. For technical assistance regarding students with hearing impairments, contact Dr. Dorothy Barnbach at (717) 963-4546.

- Students with limited English proficiency may be given directions in their second language, but they must read the passages, tasks, and items in English and respond to the written portions in English. This is in accordance with the general policies of Chapter 5 of the State Board of Education regulations requiring subjects to be taught in the English language. Extended assessment time is permitted.

RHODE ISLAND

State of Rhode Island and Providence Plantations Department of Education. (January, 1995). Providence, R.I.

Guidelines for testing modifications and accommodations are being proposed during 1994-95. Prior to this the State Assessment Office, with advice from the Office of Special Needs, gave approval on a case by case basis.

SOUTH CAROLINA

South Carolina Department of Education. (Spring 1994). Basic skills assessment program: Test administrator's manual-grade 3. Columbia, SC. Pp. A-4 - A-6.

SECURE TEST MATERIALS

Test Security Legislation, State Board Regulations, and security procedures which are discussed in the *TCM* and *TAM* are also applicable when testing students with disabilities. **All secure materials must be accounted for before and after testing.**

Secure modified test materials are listed below. With the exception of documents or devices containing students' responses, secure modified test materials have been assigned security numbers which correspond with the numbers found on the Security Checklists. Test coordinators and administrators should use the Security Checklist(s) and follow the same sign-out/in procedures used for all other secure materials.

- **Form A Large Print test booklets**
- **Any documents or devices containing student response** (e.g., scratch work)

TEST FORMS

The Form A Large Print version is the only modified form available at Grade 3. The Large Print version contains the same Reading, Mathematics, and Science items as those in the Regular Print tests except that the print has been enlarged to 130%. The Large Print version is ordered on the "Request for Modified Test Material" form provided by the contractor.

TESTING ADMINISTRATION OPTIONS

Test administrators should follow the administration directions in the *Oral Administration Manual* to the extent possible. Modifications may be made depending on the form administered, the testing arrangement used, and the student's disability; however, directions for each test item and the item must be read as they appear. Test administrators, sign language or cued speech interpreters, and/or oral interpreters have the option of reading aloud and cueing or signing the administration directions to the student.

TESTING ARRANGEMENT OPTIONS

The following testing arrangement modifications are available.

- **Flexible Setting.** The student may be administered a test individually or in a setting appropriate to the student's individual needs.
- **Flexible Scheduling.** The student may take portions of a subtest during several brief sessions, as long as all testing is completed by the final test date (i.e., last day of make-up testing). If at all possible, do not stop a testing session in the middle of an objective

section. If a subtest is administered in more than one session, begin each session by reading the appropriate "ADMINISTRATION DIRECTIONS" to the student(s). Modify these directions as necessary at the beginning of each session. **Make sure that the student does not go back and work on items administered during a previous session.**

- **Flexible Administration Directions.** Test administrators can sign, cue, or communicate through an interpreter any directions which are normally read aloud to students.

STUDENT RESPONSE OPTIONS

The following response options are available:

1. Students may mark their responses in their test booklets.

2. Students may mark or type their responses on separate sheets of paper or directly on the pages of the large print test booklet.

3. Students may dictate or incite the selected answers to the test administrator (e.g., point to responses). **This option is only available for students taking an individual administration.**

Regardless of the response option used, all student responses **must be recorded in a regular print Form A test booklet** before materials are sent in for scoring. If the student's answers are marked in the large print test booklet or on separate sheets of paper, the test administrator **must transfer the responses to a regular print test booklet.** If the student's responses were initially recorded on separate sheets of paper, the paper must be labeled with the information on page A-6.

SUPPLEMENTAL MATERIALS AND DEVICES

In addition to the materials specified in the *TCM* and *TAM's*, the following supplemental materials can be used by students with disabilities in conjunction with either test form (Regular Print or Large Print). If any of these materials are used, they must be supplied by the district or school.

Amplification equipment (hearing aid, auditory trainer, etc.)
Noise buffer
Magnifying device (closed circuit television, optical low-vision aid, etc.)
Pointer
Non-calibrated rule or template (or other devices which assist in maintaining visual attention to the test booklet)
Braillewriter, Typewriter, Word Processor
Special adaptive/assistive devices (adaptive keyboard, voice activated word processor, voice synthesizer, etc.)
Abacus

INSTRUCTIONS FOR RETURNING TEST MATERIALS

Return Procedures for Test Administrators

1. Students' responses must be recorded in a regular print, scannable From A test booklet. If a student responded directly in the Large Print test booklet the responses must be transferred to a Form A test booklet and the word "transcribed" written on the upper right-hand corner of the Large Print test booklet.

2. The demographic information on the front cover of the Form A test booklet must be completed correctly. Directions for completing the codes are found in the Demographic Coding Procedures on pages 14-18 in this manual.

3. The student's name must be on the front cover of any test booklet used (including the Large Print test booklets). If the student's responses were initially recorded on separate sheets of paper, the paper must be labeled with the following information and returned with the test booklet in which the student's responses have been transcribed.

    1) District Name
    2) School Name
    3) Teacher Name
    4) Student Name
    5) Test Booklet Security Number (printed on the lower left hand corner of the front of the test booklet)
    6) Grade Level
    7) Birth Date
    8) Ethnicity
    9) Sex

4. Return all materials to the School Test Coordinator each day after testing.

South Carolina Department of Education. (Spring 1994). Basic skills assessment program: Test administrator's manual-grade 6 & 8. Columbia, SC. Pp. A-6 - A-11.

SECURE TEST MATERIALS

Test security legislation, State Board Regulations, and security procedures which are discussed in the *TCM* and *TAM* are also applicable when testing students with disabilities. **All secure materials must be accounted for before and after testing.**

Secure modified test materials are listed below. With the exception of documents or devices containing students' responses, secure modified test materials have been assigned security numbers which correspond with the numbers found on the Security Checklists. Test coordinators and administrators should use the Security Checklist(s) and follow the same sign-out/in procedures used for all other secure materials.

- **Test booklets (Grade 8 Reading and Mathematics)**

    Braille Form and print version
    Form H-1 Regular Print
    Form H-1 Large Print
    Form H-1 Loose Leaf

- **Oral Administration Script (Grade 8 Reading only)**
- **Any document or device containing student responses** - e.g., answer folders containing students' responses, scratch work, writing first drafts, computer diskettes, and audiocassette tapes

TEST FORMS

Reading and Mathematics: Grade 8 only

The following forms are available for the Reading and Mathematics subtests:

- Form A
- Braille Form
- Form H-1

Although all three forms are equated in terms of difficulty, each form contains different Reading and Mathematics items. A student may take both Reading and Mathematics using the same form for both subtests or may take a combination, e.g., Form A Reading subtest and Form H-1 Mathematics subtest. If you have a student who elects to take a combination (Form A and Form H-1) the reading and mathematics responses must be coded in separate answer folders. **Do not combine test forms on one answer folder.** This option will require special administration and return procedures and you will need to call the scoring contractor for information.

Form H-1 contains items which were specifically identified as appropriate for testing students with visual and hearing handicaps. Three versions of Form H-1 are available. All three contain the same items and can be used in combination with one another.

- **Regular Print** test booklets have the same format and print size as the regular print Form A test booklets.
- **Large Print** tests are spiral bound with print enlarged to 130%.
- **Loose Leaf** test booklets are regular size, but the pages are in a three - ring binder. The Mathematics test contains one item per page. This format allows the student to remove the test pages from the test booklet for insertion in a device such as a printer or a typewriter for doing mathematics scratch work.

Writing: Grades 6 and 8

Students who are taking the Writing subtest must use the regular Writing prompt which is printed on a Writing Topic Sheet. The directions which are printed on the Writing Topic Sheets are also available Brailled.

Science: Grades 6 and 8

Students in grades 6 and 8 who take the Science subtest must use a Form A test booklet for Science.

TEST ADMINISTRATION OPTIONS - GRADES 6 AND 8

Test administrators should follow the administration directions in the TAM to the extent possible. Modifications to the directions may be made depending on the form administered, the testing arrangement used, and the student's disability. Test administrators, sign language or cued speech interpreters, and/or oral interpreters have the option of reading aloud and cueing the administration directions and the Writing prompt to the student.

If certain criteria are met, oral administration of the grade 8 Form H - 1 Reading test items can be used (See page A -16). For this administration, a script containing specific administration directions has been written.

TESTING ARRANGEMENT OPTIONS GRADES 6 AND 8

The following testing arrangement options are available for use with any of the test forms (Form A, Braille, or H-1).

- **Flexible Setting** - The student may be administered a test individually or in a setting appropriate to the student's individual needs.

- **Flexible Scheduling** - The student may take portions of a subtest during several brief sessions, as long as all testing is completed by the final allowed test date (i.e., last day of make - up testing). If at all possible, do not stop a testing session in the middle of an objective section. If a subtest is administered in more than one session, begin each session by reading the appropriate "ADMINISTRATION DIRECTIONS" to the student (s). Modify these directions as necessary at the beginning of each session. **Make sure that the student does not go back and work on items administered during a previous session.**

  Exception: BSAP Writing must begin on the testing day specified in the *TCM* and *TAM*. **If at all possible,** Writing test administrations should be completed in one day.

- **Flexible Administration Directions** - Test administrators can sign, cue, or communicate through an interpreter any directions which are normally read aloud to students.

STUDENT RESPONSE OPTIONS GRADES 6 AND 8

Reading, Mathematics, and Science

The following response options are available for use with any of the test forms. (Form A, Braille, or H-1).

1. Students may mark their responses in their answer folders using regular procedures.

2. Students may mark their responses directly in their test booklets.

3. Students may type their responses on separate sheets of paper or directly on the pages of the Loose Leaf test booklets.

4. Students may dictate or indicate the selected answers to the test administrator (e.g., point to responses). **This option is only available for students testing individually.**

Regardless of the response option used, all student responses **must be recorded in regular Form A answer folders** before materials are sent in for scoring. If the student's answers are marked in a test booklet or on separate sheets of paper, the test administrator **must transfer the responses to Form A answer folders.** If the student's responses were initially recorded on separate sheets of paper, the paper must be labeled with the information on page A-22.

Writing

1. Students may write their compositions in their answer folders using regular procedures.

2. Students may write there compositions on large print paper.

3. Students may type their compositions in their answer folders or on separate pieces of paper using typewriters, word processors, or braillewriters.

4. Students may dictate their compositions to the test administrator. **This option is only available for students taking an individual administration.**

See pages A-18 through A-20 for detailed information regarding the use of these Writing response options. If the composition is sent to the contractor on separate sheet(s) of paper, the paper(s) must be labeled with the information listed on page A-22. **If the student took From A Reading and/or Mathematics and used response options 2, 3, or 4, special return procedures must be followed (see page A-22) to ensure scoring of the student's writing response.**

MODIFIED TEST MATERIALS GRADE 8 ONLY

Listed below are the **modified** test materials available from the contractor for testing students in Grade 8. There are no modified materials sent form the contractor for the Science and Writing tests in Grade 6. The contractor uses the information supplied by the district on the "Request for Modified Test Materials Form" to determine which materials should be sent to the district.

Braille Test Booklets (including print versions)
Reading and Mathematics only

Form H-1 Test Booklets (Reading and Mathematics only)
Regular Print
Large Print
Loose Leaf

Oral Administration Scripts
Grade 8 Form H-1 (Reading only)

SUPPLEMENTAL MATERIALS AND DEVICES GRADES 6 AND 8

In addition to the materials specified in the *TCM* and *TAM's*, the following supplemental materials can be used by disabled students in conjunction with any test form (Form A, Braille, or H-1). If any of these materials are used, they must be supplied by the district or school.

Amplification equipment (hearing aid, auditory trainer, etc.)
Noise buffer
Magnifying device (closed circuit television, optical low-vision aid, etc.)
Pointer
Non-calibrated rule or template (or other devices which assist in maintaining visual attention to the test booklet)
Braillewriter, Typewriter, Word Processor
Special adaptive/assistive devices (adaptive keyboard, voice activated word processor, voice synthesizer, etc.)
Abacus

Writing only

Students may use large print paper or a poor spellers dictionary as described below.

1. Large print paper for first and/or final drafts.

2. A poor spellers dictionary (e.g., The Misspellers Dictionary), in which the student looks up a word phonetically and is given the correct spelling or looks up the word from a book which is a list of correctly spelled words, may be used by students who meet the following criteria. Electronic dictionaries cannot be used.

   a. The student must be specifically identified as having a disability which interferes with the ability to learn how to spell.

   b. The district must maintain written documentation that the student cannot use a regular dictionary without the assistance of a dictionary for poor spellers as described above and routinely uses such a dictionary during daily instruction.

   c. The decision to use the dictionary must be determined by the committee responsible for the preparation of the student's Individualized Education Program (IEP) as required by IDEA or Section 504 Accommodations Plan. The plan must specifically state that the dictionary is to be used during the Writing subtest.

NOTE: Franklin Spellers and other similar devices are not permitted.

South Carolina Department of Education. (Spring 1994). Basic skills assessment program: Test administrator's manual-exit examination. Columbia, SC. Pp. A-6 - A-11.

SECURE TEST MATERIALS

Test security legislation, State Board Regulations, and security procedures which are discussed in the *TCM* and *TAM* also apply when testing handicapped students. **All secure materials must be accounted for before and after testing.**

Secure modified test materials are listed below. With the exception of documents or devices containing students' responses, secure modified test materials have been assigned security numbers which correspond with the numbers found on the security checklists. Test coordinators and administrators should use the Security Checklist(s) and follow the same sign-out/in procedures used for all other secure materials.

- **Test booklets**
  - Braille Form and print version
  - Form H-1 Regular Print
  - Form H-1 Large Print
  - Form H-1 Loose Leaf
- **Oral or Signed Administration materials** - scripts, audiocassette tapes, and videocassette tapes
- **Any document or device containing student responses** - e.g., answer folders containing students' responses, scratch work, writing first drafts, computer diskettes and audiocassette tapes

TEST FORMS

Reading and Mathematics

The following forms are available for the Reading and Mathematics subtests:

- Form A
- Braille Form
- Form H-1

Although all three forms are equated in terms of difficulty, each form contains different Reading and Mathematics items. A student may take both Reading and Mathematics using the same form for both subtests or may take a combination (e.g., Form A Reading subtest and Form H-1 Mathematics subtest). If you have a student who elects to take a combination (Form A and Form H-1), the reading and mathematics responses must be coded in separate answer folders. **Do not combine test forms on one answer folder.** This option will require special administration and return procedures and you will need to call the scoring contractor for information.

Form H-1 contains items which were specifically identified as appropriate for testing students with visual and hearing handicaps. Three versions of Form H-1 are available. All three contain the same items and can be used in combination with one another.

- **Regular Print** test booklets have the same format and print size as the regular print Form A test booklets.
- **Large Print** tests are spiral bound with print enlarged to 130%.
- **Loose Leaf** test booklets are regular size, but the pages are in a three-ring binder. The Mathematics test contains one item per page. This format allows the student to remove the test pages form the test booklet for insertion in a device such as a printer or a typewriter for doing mathematics scratch work.

Writing

Regardless of the form used for Reading and Mathematics, students who are taking the Writing subtest must use the regular Writing prompt which is printed on a Writing Topic Sheet. The directions which are printed on the Writing Topic Sheets are also available Brailled.

Exit level students who take the Writing subtest during make-up week must use the prompt printed in the Writing Make-Up response booklet.

TEST ADMINISTRATION OPTIONS

Test administrators should follow the administration directions in the *TAM* to the extent possible. Modifications to the directions may be made depending on the form administered, the testing arrangement used, and the student's disability. Test administrators, sign language or cued speech interpreters, and/or oral interpreters have the option of reading aloud and cueing or signing the administration directions and the Writing prompt to the student.

If certain criteria are met, oral (see page A-16) and signed (see page A-20) administrations of the Form H-1 Reading and Mathematics tests can be used for the forms and subtests indicated below. For these administrations, scripts containing specific administration directions have been written.

TESTING ARRANGEMENT OPTIONS

The following testing arrangement options are available for use with any of the test forms (Form A, Braille, or H-1).

- **Flexible Setting** - The student may be administered a test individually or in a setting appropriate to the student's individual needs.

- **Flexible Scheduling** - The student may take portions of a subtest during several brief sessions, as long as all testing is completed by the final allowed test date (i.e., last day of make-up testing). If at all possible, do not stop a testing session in the middle of an objective section. If a subtest is administered in more than one session, begin each session by reading the appropriate "ADMINISTRATION DIRECTIONS" to the student(s). Modify these directions as necessary at the beginning of each session. **Make sure that the student does no go back and work on items administered during a previous session.**

  Exception: BSAP Writing must begin on the testing day specified in the *TCM* and *TAM*. **If at all possible,** Writing test administrations should be completed in one day.

- **Flexible Administration Directions** - Test Administrators can sign, cue, or communicate through an interpreter any directions which are normally read aloud to students.

STUDENT RESPONSE OPTIONS

Reading and Mathematics

The following response options are available for use with any of the test forms (Form A, Braille, or H-1).

1. Students may mark their responses in their answer folders using regular procedures.

2. Students may mark their responses directly in their test booklets.

3. Students may type their responses on separate sheets of paper or directly on the pages of the Loose Leaf test booklets.

4. Students may dictate or indicate the selected answers to the test administrator (e.g., point to responses). **This option is only available for students testing individually.**

Regardless of the response option used, all students' responses **must be recorded in regular Form A answer folders** before materials are sent in for scoring. If the student's answers are marked in a test booklet or on separate sheets of paper, the test administrator **must transfer the responses to Form A answer folders.** If the student's responses were initially recorded on separate sheets of paper, the paper must be labeled with the information listed on page A-33.

Writing

1. Students may write their compositions in their answer folders using regular procedures.
2. Students may write their compositions on large print paper.
3. Students may type their compositions in their answer folders or on separate pieces of paper using typewriters, word processors, or braillewriter.
4. Students may dictate their compositions to the test administrator. **This option is only available for students taking an individual administration.**

See pages A-22 through A-24 for detailed information regarding the use of these Writing response options. If the composition is sent to the contractor on separate sheet(s) of paper, the paper(s) must be labeled with the information listed on page A-33. **If the student took Form A Reading and/or Mathematics and used writing response options 2, 3, or 4, special return procedures must be followed (see pages A-33 and A-34) to ensure scoring of the student's writing response.**

MODIFIED TEST MATERIALS

Listed below are the modified test materials available from the contractor for the Exit level. The contractor uses the information supplied by the district on the "Request for Modified Test Materials Form" to determine which materials should be sent to the district.

Braille Test Booklets (including print versions)

Form H-1 Test Booklets
Regular Print
Large Print
Loose Leaf

Large Print Protractors

Form H-1 *Oral Administration Scripts*

Form H-1 Audiocassette Tapes for Oral Administrations

Form H-1 Videocassette Tapes for Signed Administrations
Pidgin Signed English
American Sign Language
Signed English Reading

SUPPLEMENTAL MATERIALS AND DEVICES

In addition to the materials specified in the *TCM* and *TAM's*, the following supplemental materials can be used by students with disabilities in conjunction with any test form (Form A, Braille, or H-1). If any of these materials are used, they must be supplied by the district or school.

Amplification equipment (hearing aid, auditory trainer, etc.)
Noise buffer
Magnifying device (closed circuit television, optical low-vision aid, etc.)
Pointer
Non-calibrated rule or template (or other devices which assist in maintaining visual attention to the test booklet)
Braillewriter, Typewriter, Word Processor
Special adaptive/assistive devices (adaptive keyboard, voice activated word processor, voice synthesizer, etc.)
Abacus

Writing Only

Students may use large print paper or a poor spellers dictionary as described below.

1. Large print paper for first and/or final drafts.

2. A poor spellers dictionary (e.g., The Misspellers Dictionary), in which the student looks up a word phonetically and is given the correct spelling or looks up the word from a book which is a list of correctly spelled words, may be used by students who meet the following criteria. Electronic dictionaries cannot be used.

   a. The student must be specifically identified as having a disability which interferes with the ability to learn how to spell.

   b. The district must maintain written documentation that the student cannot use a regular dictionary without the assistance of a dictionary for poor spellers as described above and routinely uses such a dictionary during daily instruction.

   c. The decision to use the dictionary must be determined by the committee responsible for the preparation of the student's Individualized Education Program (IEP) as required by IDEA or 504 Accommodations Plan. The plan must specifically state that the dictionary is to be used during the Writing subtest.

NOTE: Franklin Spellers and other similar devices are not permitted.

SOUTH DAKOTA

South Dakota Department of Education. (January, 1994). Test preparation guidelines for the South Dakota assessment. Pierre, S.D. P. 18.

EXEMPT STUDENTS

It is most desirable that the same student population that was included in the national SAT-8/MAT-7 norming sample in 1988 be included in the administration of the SAT-8/MAT-7 this spring in South Dakota.

The only students in grades 4, 8, and 11 that are exempt from testing in South Dakota are:

a) Those students who, on an individual basis, are determined by local school officials to be unable to test under prescribed standardized group testing conditions as outlined in the Directions for Administering. This exemption rule applies particularly to special education students. Prescribed standardized group testing conditions include:
   - a natural classroom atmosphere,
   - timed sittings,
   - mechanics of marking answer documents,
   - verbal instructions in a group setting,
   - passages and questions that must be read to oneself in some subtests, and
   - verbal passages and questions that must be listened to in some subtests.

b) Non-English speaking students who have been enrolled in a school in the United States for less than one year; this includes foreign exchange students.

Decisions about the nature and extent of participation of students who cannot test under the conditions listed above should be made at the district level on an individual basis. These decisions should not be made unilaterally. Special education staff, regular classroom teachers, and building administrators should be involved in this decision-making process.

NOTE: Students receiving special education who are administered the SAT/OLSAT or MAT/OLSAT must take it under the same standardized group testing conditions as all other students. Their answer documents must then be returned for scoring along with all other answer documents. Answer documents of students receiving special education must not be separated in any way from the other nor in any way be identified as being different. There will be no separation of special education students' scores in reporting results.

TENNESSEE

State Testing and Evaluation Center. (January, 1995). Memorandum: Special education inclusion & testing accommodations. Knoxville, TN.

Attached you will find the newest statement of testing accommodations allowed with the testing program mandated by the Tennessee Department of Education. This program includes the Tennessee Comprehensive Assessment Program (TCAP) Achievement Test, mandated in grades 2-8 and 10, and the TCAP Competency Test, which is first administered in grade 9 and is a requirement for graduation with a regular high school diploma. The TCAP/CT replaces the Tennessee Proficiency Test (TPT) and will be administered for the first time next month. The attached document was developed by the State Testing and Evaluation Center for the Department of Education and was first presented in November at the 1994 Tennessee Testing Conference in Nashville.

As was the case with the TPT, the TCAP/CT will be administered three times a year and students will have an unlimited number of opportunities to pass the test. No student may be exempted from the TCAP/CT requirement. If a special education student does not pass or decides not to attempt the test, he/she receives a Diploma of Specialized Education upon completion of all other graduation requirements.

I have also attached a four-page document entitled "Testing Special Education Students: Questions and Answers." This document was produced by State Testing and Evaluation (in 1992, I believe) with the cooperation of the Division of Special Education of the Tennessee Department of Education. It addresses issues involving inclusion and accommodations for both the TCAP Achievement Test and the TPT (which have not changed for the TCAP/CT).

ALLOWABLE ADMINISTRATION MODIFICATIONS FOR TESTING

TCAP ACHIEVEMENT TEST

Any departure from standardized test procedures can potentially invalidate the test results. The following modifications of administration procedures are allowed:

- **Flexible Scheduling.** Administration of a single subtest is acceptable. (Adhere to specified time limits for each subtest.)
- **Flexible Setting.** Have the test administered individually or in small groups.
- **Recording Answers.** Allow students to indicate answers to a proctor who will transcribe them onto an answer sheet.
- **Signing Directions.** Provide signing for hearing-impaired students only on directions normally read aloud to students.
- **Alternative Test Editions.** Administer large-print or Braille tests, provide magnifying devices, or use templates to reduce the amount of visible print on a page. (Use of large-print or Braille should be appropriately coded on each student's answer sheet.)

NOTICE: Use of modifications such as reading internal test directions and test items or increase of time limits would invalidate the test results. Modifications must be limited to those listed above in order to have valid results.

TCAP COMPETENCY TEST (TCAP/CT)

Standards and testing procedures concerning the TCAP/CT have been established by the Competency Test Advisory Committee in compliance with provisions established by the Tennessee General Assembly. Allowable test modification(s) may be provided for appropriate students in the actual testing situation. In no case should the modification(s) give the student assistance in interpreting or solving any test item. Modifications in testing may include the following:

- **Flexible Scheduling.** Administer the test in shorter sessions. **If testing within a subtest is to extend beyond one school day, contact your System Testing Coordinator and State Testing for special instructions.**
- **Flexible Setting.** Have the test administered individually or in small groups by a person familiar to the student.
- **Recording Answers.** Allow students to mark answers directly in the test booklet (to be transcribed by school personnel onto an answer sheet), type answers by machine, or indicate answers to a Proctor who will transcribe them onto an answer sheet. If a student marks his/her answers directly in the booklet and the answers are then transcribed onto an answer sheet, have the student write his/her name on the test booklet. **Separate the marked test booklets from unmarked test booklets when packing test materials for return so that the booklets with the student's names and answers will serve as an original record.**
- **Alternative Test Editions.** Administer large-print or Braille tests, provide magnifying devices, or use templates to reduce the amount of visible print on a page.
- **Signing Directions.** Provide signing for hearing-impaired students only on directions normally read aloud to students.

NOTICE: No part of the TCAP/CT, including internal test directions and test items, may be read to students. Extraordinary circumstances may justify special accommodations for the needs of certain students (i.e., blind children who cannot read Braille). However, permission to provide a tape recording of any portion of the test must be obtained from the Director of State Testing through a written request from the local Superintendent. All requests will be reviewed in conjunction with the office of Special Education Programs.

Testing Special Education Students
Questions and Answers

TCAP

3. Who makes the testing decision?

The M-Team makes the testing decision. A well staffed, well organized M-Team will also determine which allowable modification(s) may be appropriate.

7. Can the regular classroom teacher administer the test to Special Education students?

Yes. In fact, provided the IEP does not specify Flexible Scheduling or Flexible Setting, this may be more convenient since many Special Education teachers serve more than one grade at a time. If desired, the answer sheets from the regular classroom can be placed under the Special Education teacher's identification sheet.

8. Can the M-Team make the decision to read the TCAP Achievement Test to Special Education students?

No. The M-Team cannot make a decision regarding testing that alters the established testing standards thereby invalidating the scores.

9. Can a partial battery be administered?

No. The complete battery should be administered.

10. Can a Special Education student be administered the TCAP Achievement Test on his/her instructional level?

No. Again, this would invalidate the results. The test was normed using **only** students in a particular grade.

11. Are there any suggestions concerning score interpretation?

The following suggestions are provided:

a) Interpretation of TCAP test data by the Special Education teacher should include a longitudinal study of scale scores. He/she should keep in mind that these scores show how the students compare to their peers.

b) Sharing test data may be limited to either motivational information for the students or very basic information for parents. In addition, an individual conference is most appropriate. The norm referenced data is likely to be the necessary emphasis.

12. What are the allowable test modifications?

Any departure from standardized test procedures can potentially invalidate the test results. The following modifications of administration procedures are allowed:

a) **Flexible Scheduling.** Administration of one subtest at a time is acceptable. (Adhere to specified time limits for each subtest.)

b) **Flexible Setting.** Have the test administered individually or in small groups by a person(s) familiar to the student.

c) **Recording Answers.** Allow students to indicate answers to a proctor who will transcribe them onto an answer sheet.

d) **Signing Directions.** Provide signing for hearing-impaired students only on directions normally read aloud to students.

e) **Alternative Test Editions.** Administer large-print or Braille tests, provide magnifying devices, or use templates to reduce the amount of visible print on a

page. (Use of large-print or Braille should be appropriately coded on each student's answer sheet.)

NOTICE: Use modifications such as auditory aids (reading internal test directions and test items) and increase of time limits would invalidate the test results. Modifications must be limited to those listed above in order to have valid results.

TPT

14. What are the allowable TPT modifications?

Essentially, they are the same as the TCAP modifications with the following exceptions:

a) **Flexible Scheduling.** Since the TPT is an untimed test, students may take one subtest at a time without timing restrictions.

b) **Auditory Aids.** An audio cassette is available. However, this would be appropriate in very limited instances. An accompanying written copy is not provided.

15. What are the diploma options for the Special Education student?

a) Regular Diploma

b) Honors Diploma

c) Diploma of Specialized Education

d) High School Certificate

16. Can the diploma type ever change once declared on the IEP?

Yes. The IEP simply indicates which diploma is expected. At any time prior to graduation, this may be updated.

17. Is a Regular Diploma necessary for admission to college?

No. Dr. Peter Consacro, Associate Vice-Chancellor for Academic Affairs of the Tennessee Board of Regents, states no student would be denied admission to any Tennessee Board of Regents institution due to a handicap. A regular diploma is not a prerequisite. Rather, each student is evaluated on an individual basis.

Dr. Robert Levy, Associate Vice-President of the University of Tennessee, Knoxville, affirms a student may be admitted with a Diploma of Specialized Education. Each student's high school record is evaluated.

TEXAS

Texas State Board of Education. (1993). Testing program overview. Austin, TX. Pp. 4-5.

Certain test administration procedures that do not cause test results to be invalid may be used.

The decision to use a particular modification with a student should be made on an individual basis and should take into consideration the needs of the student and whether the student routinely receives the modification in classroom instruction.

Allowable Modifications

- Provisions may be made for signing to students with a hearing impairment any instructions given orally before or after the test.
- Students may place a colored transparency over the test, or they may use a place marker with the test and the answer document.
- Students may receive an individual administration of the assessment instrument and, in this setting, may read aloud as they work.
- The examinee may use a large-print version of the test.
- The examinee may use a Braille version of the test.
- Students may respond orally to test items or type their responses if they have a disabling condition that interferes with their ability to record machine-readable responses. The test administrator must record these responses verbatim on a standard answer document.
- The examinee may type the TAAS written composition on a typewriter or on a computer but may not use the computer's "spell check" feature or save the document.

Nonallowable Modifications

- The examinee may not receive any special reading assistance on the reading test or the writing test.
- The examinee may not use a calculator.
- The examinee may not use a slide rule.
- The examinee may not use English-language or foreign-language reference materials.
- Other modifications that would make the test invalid are prohibited.

Oral Administration of the TAAS Mathematics Test

A test administrator may read aloud the mathematics test questions and answer choices to eligible TAAS examinees. This modification is available only for the mathematics section of the TAAS test. It is not available for the TEAMS test.

The decision to provide an oral administration of the TAAS mathematics test to students receiving special education services should be made by the student's admission, review, and dismissal committee. For students not in special education, this determination rests with the committee that is required by Section 504 of the Rehabilitation Act of 1973 to make the student's placement decisions. Directions for reading aloud the mathematics test are in Appendix C.

UTAH

Utah State Office of Education. (May, 1994). The Utah statewide testing program. Salt Lake City, UT.

[Nothing in this document addresses accommodations.]

VERMONT

Vermont Department of Education. (1994). 1994 Vermont uniform assessment: Teacher's administration manual, grades 4 & 8. Montpelier, VT. P. 3.

Accommodations

Any student with a disability is entitled to accommodation(s) in the assessment situation comparable to the accommodation(s) received daily for instruction. Appropriate accommodations are discussed on page 9 of this manual. The determination of appropriate accommodation(s) is to be made on an individual basis by local staff but must be consistent with accommodation(s) provided for the student during instruction.

VIRGINIA

Virginia State Board of Education. (November, 1993). Guidelines for testing students with disabilities in the literacy testing program. Pp. 4-14.

ROLE OF THE PERSON ADMINISTERING THE TEST

The person administering the test has the responsibility to create an environment which will lessen test anxiety for the students and ensure that the LTP accommodations/modifications identified in the student's IEP or management tool are implemented. The examiner should be knowledgeable about the specific accommodations for each student with a disability being tested and make sure these are in place prior to the testing. Also, this person should be thoroughly familiar with the procedures for administering the test and test instructions. Finally, the test administrator must ensure that standard procedures, including accommodations, are followed.

SELECTION OF SPECIAL ACCOMMODATIONS

The inclusion of accommodations for the literacy tests in the student's program should be specified in the student's IEP or other management tool. For example, it may state:

> "The student will take the Virginia Literacy Tests as scheduled for (month) of (year). The following accommodations will be observed:
>
> [list of specific accommodations]".

The accommodations described below, while not an exhaustive list, should be considered while determining appropriate conditions for taking the tests. None or multiple accommodations may provide appropriate conditions. This should be determined on an individual basis and listed in the IEP or other management tool for the year the student is scheduled to participate in the LTP. **Accommodations should be chosen based on what the student generally uses during instruction as identified in the student's IEP or management tool. These accommodations are those which the student uses on a daily basis and are not just used for participating in the LTP.**

The purpose of the accommodations is to ensure, insofar as possible, that each child with a disability receives maximum individual consideration of his or her disability without changing the nature or integrity of the test.

ACCOMMODATIONS IN TEST FORMAT

All students should be experienced in or provided training in the test format before attempting the test. This is best provided as part of regular instruction well in advance of the actual test administration. NOTE: Divisions' administrators of special education and literacy testing contact persons should contact the program administrator for the Literacy Testing Program if there are questions concerning appropriateness of test preparation materials. Standards of Learning Assessment Materials and the practice test for the *Degrees of Reading Power* © (available from the publisher) would be appropriate.

Audio-Cassette

This is the preferred type of oral administration as it provides uniform administration statewide.

Mathematics and Writing Assessments

This accommodation is available for the mathematics and writing assessments as specified below under "All Tests."

Reading Assessment

Use of this accommodation for the reading assessment will be designed as a Nonstandard Administration. The following notation must be attached to all locations of the test results (including the student's transcript): "These results indicate a proficiency in information processing rather than reading." The decision to administer the reading test via audio-cassette must be reviewed by the administrator of special education to ensure that the required documentation (including parental agreement) is complete.

All Tests

The audio-cassette provides a taped version of the test instructions and test items. This accommodation is intended for use primarily with students with severe visual processing problems, who acquire knowledge primarily through the auditory channel. Students with disabilities who might be served by the audio-cassette include those with severe learning disabilities (with a history of inability to decode), traumatic head injury, or nystagmus; or who are both blind and orthopedically impaired, or recently blinded.

For a decision to administer via audio-cassette, there must be substantial documentation that the auditory mode has been extensively used as the means of instruction. Also, the student should have instructional experience with audio-cassettes, such as using audio-cassette versions of textbooks or taping lectures in class. Unless the student typically receives his or her instruction in the auditory mode, the audio-cassette may cause more difficulty than assistance.

The audio-cassette is used in conjunction with a printed test (either regular or large-print) in order to provide multi-sensory stimulation. It is recommended that students be allowed to mark answers in the test booklets.

Braille

A Braille version of all tests is available for students who are trained Braille users. Students may. use a Braille answer sheet, mark their answers in the test booklet, or have their responses recorded by the Test Administrator or Proctor. (See "Answers Recorded by Proctor" for additional information.) A copy of the Braille tests will be provided in regular print to test administrators or proctors working with Braille readers. If needed, transcriber's notes will accompany the Braille booklets.

Student responses must be transcribed to the regular answer document by the division's literacy testing contact person or designee. The regular answer document and Braille answer sheet, test booklet or taped record must be verified by a second school official to ensure that no errors in transcription occurred. The Braille answer sheet, test booklet or taped record shall be retained on file in the office of the division's literacy testing contact person until the program's established appeal period is over.

Large-Print

There are no restrictions on the use of large-print editions of the literacy tests by students with disabilities. Students using a large-print edition may need further aids or special environmental considerations such as the following:

Ample space that will allow them to comfortably accommodate large size booklets;

Magnifying instruments to assist them in reading information that may not be sufficiently enlarged;

Permission to mark answers in the test booklet or on a large-print answer sheet which must be later transcribed to the regular answer document by the division's literacy testing contact person or designee. The regular answer document and test booklet or large-print answer sheet must be verified by a second school official to ensure that no errors in transcription occurred. The test booklet or large-print answer sheet shall be retained on file in the office of the division's literacy testing contact person until the program's established appeal period is over; and

Ample lighting to assist them in reading the information.

Reading the Test Aloud (Oral Administration)

This accommodation is allowed for the Literacy Testing Program as provided below. However, use of the audio-cassette is preferred. (See "Audio-Cassette.") **In addition, an oral administration must be proctored and a taped record made of the entire testing session.**

Mathematics and Writing Assessments

This accommodation is available for the mathematics and writing assessments as specified below under "All Tests."

Reading Assessment

Use of this accommodation for the reading assessment will be designated as a Nonstandard Administration. The following notation must be attached to all locations of the test results (including the student's transcript): "These results indicate a proficiency in information processing rather than reading." The decision to administer the reading test orally must be reviewed by the administrator of special education to ensure that the required documentation (including parental agreement) is complete.

All tests

This accommodation is intended for use primarily with students with severe visual processing problems, who acquire knowledge primarily through the auditory channel. Students with disabilities who might be served by reading the tests include those with severe learning disabilities (with a history of inability to decode), traumatic head injury, or nystagmus; who are both blind and orthopedically impaired, or recently blinded. For a decision to administer orally, there must be substantial documentation that the auditory mode has been extensively used as the means of instruction.

The test administrator must be very careful when reading the tests aloud not to lead the student by intonation or repeating any part of the test which is not specifically requested by the student. In particular, care must be taken to describe graphics without leading the student to the correct response. The audio-

cassette provides a taped version of the test instruction and test items. The administrator who is to read the tests aloud should consult the tape for the standard approach to reading the material. A printed test (either regular or large-print) should be used in conjunction with reading the test aloud in order to provide the student multi-sensory stimulation. It is recommended that students be allowed to mark answers in the test booklets.

The taped record of the testing session shall be retained on file in the office of the division's literacy testing contact person until the program's established appeal period is over.

ACCOMMODATIONS BY USE OF AIDS

When using aids as an accommodation for students with disabilities all responses on the assessments should be the student's response not one interpreted by others. For example, the writing assessment for students with hearing impairments who generally communicate in alternative or manual method, an educational interpreter for students with hearing impairments may not by used to interpret to a scribe the student's response. For students using facilitated communication during the writing assessment, the student's exact response must be recorded and not a teacher's interpretation of the student's response.

Answers Recorded by Proctor

Writing Assessment

This accommodation is not appropriate for the writing assessment (see "Dictation to a Scribe").

Reading and Mathematics Assessments

Students who are unable to respond to test items by marking the regular answer document, a Braille or large-print answer sheet, in a test booklet, or by using a typewriter or word processor may have a proctor record the answers. A taped record must be made of the exchange. Student responses must be transcribed to the regular answer document by the division's literacy testing contact person or designee. The regular answer document and taped record must be verified by a second school official to ensure that no errors in transcription occurred. The taped record shall be retained on file in the office of the division's literacy testing contact person until the program's established appeal period is over.

Braille-Writer or Abacus

Blind and low-vision students may use a Braille writer to write essays or record answer choices to multiple-choice questions on the literacy tests, or an abacus to perform calculations, as long as the student has been trained in the use of these aids. **Electronic calculators may not be used except as provided below in the section "Electronic Calculators."** Student responses must be transcribed to the regular answer document by the division's literacy testing contact person or designee. If a student has written the essay with a Braille writer and has used Braille shorthand, the transcriber shall request the student to spell the English words. The regular answer document and brailled material must be verified by a second school official to ensure that no errors in transcription occurred. The brailled material shall be retained on file in the office of the division's literacy testing contact person until the program's established appeal period is over.

Dictation to a Scribe

Writing Assessment only

Use of this accommodation for the writing assessment will be designated as a Nonstandard Administration. The following notation must be attached to all locations of the test results (including the student's transcript): "These results indicate a proficiency in language rather than writing." The decision to record the writing test via dictation must be reviewed by the administrator of special education to ensure that the required documentation (including parental consent) is complete.

This accommodation is available for students who have an orthopedic impairment or a disability (including temporary disabilities such as a broken hand/arm) to the extent that they cannot use a typewriter, word processor, or augmentative communication device to complete the writing assessment portion of the Literacy Testing Program or who are in environments where such technology is absolutely unavailable. In such instances, the student will be allowed to dictate his/her response to a second person (scribe) who will transcribe it. There must be an audio recording of the session between the student and scribe and given to the division's literacy testing contact person along with the transcription. The scribe, who should have experience working with the student, must format, capitalize and punctuate only as directed by the student.

When this accommodation is chosen, the transcription created by the scribe must itself be transcribed to the regular answer document by the division's literacy testing contact person or designee. The regular answer document, scribe's transcription and taped record must be verified by a second school official to ensure that no errors in transcription occurred. The scribe's transcription and taped record shall be retained on file in the office of the division's literacy testing contact person until the program's established appeal period is over.

NOTE: Dictation to a scribe is not the same as the "Answers Recorded by Proctor" accommodation. To be eligible for the scribe option, a student should have an orthopedic impairment or a disability (including temporary disabilities such as a broken hand/arm) to the extent described above. Students who qualify for this accommodation in the writing assessment may be eligible for the "Answers Recorded by Proctor" accommodation in the reading and mathematics assessments as well.

Dictation into a Tape Recorder

Writing Assessment only

This accommodation is available for students as a pre-writing activity if it is used normally by the student as a pre-writing activity.

Electronic Calculators

Mathematics Assessment

Use of this accommodation for the mathematics assessment will be designated as a Nonstandard Administration. The following notation must be attached to all locations of the test results (including the student's transcription): "These results indicate a proficiency in mathematics reasoning rather than mathematics." The decision to administer the mathematics test with an electronic calculator must be reviewed by the administrator of special education to ensure that the required documentation (including parental agreement) is complete.

This accommodation is intended for use primarily with students with dyscalculia. For a decision to use an electronic calculator, there must be substantial documentation that using a calculator is the only way in which the student can perform calculations, and the IEP or other management tool must state that the student uses a calculator in all mathematics instruction and assessment.

Interpreting the Test Directions

Testing sessions for students with hearing impairments who normally communicate in alternative or manual method may include an educational interpreter for the hearing impaired for test directions or to answer questions that pertain to understanding the test instructions or procedures. The Test Administrator, who must be present for the testing session, must read the test directions as presented in the Test Administrator's Manual aloud so that they can be communicated in the alternative or manual method. Student questions must be directed to the Test Administrator and answered by him or her, and the educational interpreter will communicate the response. The interpreter should also communicate sample questions or test questions that are read aloud as part of the test directions and not offer further explanation.

Magnification

Low-vision students may use any magnification device that they generally use during instruction.

Marking Responses in Test Booklet

This accommodation is available for students with visual perceptual/spatial disabilities who experience problems in recording responses on the regular answer document. When this accommodation is chosen, student responses must be transcribed to the regular answer document by the division's literacy testing contact person or designee. The regular answer document and test booklet must be verified by a second school official to ensure that no errors in transcription occurred. The test booklet shall be retained on file in the office of the division's literacy testing contact person until the program's established appeal period is over.

Place Keepers, Trackers and Pointers

This accommodation is available for students who have an orthopedic impairment or have a specific learning disability that interferes with their ability to visually track. It allows these students to use a device to assist them in place keeping or to have the assistance of a proctor to nonverbal assist in the manual tracking of item to item and/or item to answer sheet location. The proctor must have training in performing the service without giving verbal or nonverbal clues to the student.

Use of a Typewriter, Word Processor, or Augmentative Communication Device

Writing Assessment only

This accommodation is available for blind students, low vision students who do not read Braille, and students who have an orthopedic impairment or have a specific learning disability that interferes with the composing process. It allows these students to use a typewriter, word processor, or augmentative communication device to complete the writing assessment portion of the Literacy Testing Program. **Only augmentative communication devices which produce student responses verbatim may be used.** It must be documented that the student uses a typewriter, word processor, or augmentative communication device for virtually all of his/her written work.

The typed or printed essay must be transcribed to the regular answer document by the division's literacy testing contact person or designee. The regular answer document and student production must be verified by a second school official to ensure that no errors in transcription occurred. The student's production shall be retained on file in the office of the division's literacy testing contact person until the program's established appeal period is over. Because the regular administration allows the use of a dictionary, a "spell checker" which includes devices such as a hand held speller can be used, but the student must not be prompted to use it. A document stating that the typed or printed essay is entirely the student's own, and that no "grammar checker" was used must be signed by the student, test administrator, and proctor, and filed with the student's permanent records.

Written Directions

This accommodation is available for students with identified auditory processing deficits or who are hearing impaired. It allows these students to have a written copy of the examiner's instructions while they take the tests. This may be particularly useful in the writing assessment.

ACCOMMODATIONS TO TEST ENVIRONMENT

Hospital/Home Testing

Hospitalized or home-bound students have the opportunity to participate in the testing programs. The student's teacher should be trained as others who are to administer the tests, and are subject to the same rules and procedures as specified in testing program manuals and this document.

Multiple Test Sessions

Reading and Mathematics Assessments only

The literacy tests are criterion-referenced tests. As such, they are "power" tests with no time limits. However, some students may be unable to concentrate for a long period of time, may have short attention spans, or may have decreased visual capacity due to eye strain. For such a student, it may be advisable to divide up the test into segments which the student can accomplish and check over in one session/sitting; and to schedule these short sessions over several days. The student may not go back to a previous segment once the segment has been completed.

Writing Assessment

The writing assessment must be conducted in one sitting. The session should be scheduled for a period long enough to accommodate the needs of the student.

Testing in a Separate Room

Every student must be provided with a quiet, well-lighted area in which to take tests. For certain students, it may be best to administer the test in isolation or in a small group. It is important that the Test Administrator be included in all training sessions to assure proper test administration and security procedures. Proctors should be instructed on their role during testing and their responsibilities, and should be included in training sessions. It may be helpful to have proctors available who have worked successfully with students who have emotional and/or learning disabilities when testing these students.

DETERMINING WHETHER TESTING SHOULD BE POSTPONED FOR A STUDENT

The Standards of Quality have stipulated that all students are to participate in the LTP at the sixth-grade level. For some students with disabilities, it may be more appropriate to postpone testing until they have completed a course of study which includes the K-6 language arts and mathematics Standards of Learning Objectives on which the tests are based.

In making the decision to postpone test participation, the student's teacher plays an important role. The teacher(s) of students with disabilities must estimate fairly each student's progress in achieving in the Standards of Learning Objectives and impart this estimate to the IEP committee *. If a student has not achieved reasonable competence of the objectives, it is recommended that the IEP committee* consider that he/she not be scheduled to participate in the LTP at that time unless exclusion is deemed to be more detrimental to the student.

The following postponement procedures should be followed:

1. The IEP committee* shall review the IEP or other management tool of each student with respect to his/her preparation for the Literacy Testing Program:

2. The decision of the IEP committee* to postpone a student's participation in the Literacy Testing Program shall be documented. This documentation shall be attached to or become part of the student's IEP or other management tool, and shall indicate that the consequences of the decision to postpone a student's participation in the LTP have been fully explained and understood by the parent, guardian, surrogate parent, or student (18 years of age or older), and due process rights have been explained; and

3. The decision to postpone can apply only to the test administration following that IEP committee* meeting.

If the parent, guardian, surrogate parent or student with a disability (18 years of age or older) requests postponement from the LTP, and IEP committee* meeting will be convened to consider the request.

* or, for students who are identified as otherwise "qualified handicapped" students under Section 504 of the Rehabilitation Act of 1973, a duly convened committee.

WASHINGTON

Washington Department of Public Instruction. (Fall, 1994). Washington state assessment program: Assessment coordinator's manual. Olympia, WA. P. 17.

Allowable Test Modifications

Any departure from standardized test procedures can potentially invalidate the test results. The following modifications of administration procedures are allowed:

Flexible Scheduling. It is permissible to administer a single subtest or alter subtest order. However, tests must be administered according to the Specific Directions. Make sure that students mark their answers in the proper section of the answer sheet.

Flexible Setting. Have the test administered individually or in small groups by a person or persons familiar to the students.

Recording Answers. Allow students to indicate answers to a proctor who will transcribe them onto an answer sheet.

Signing Directions. Provide signing for hearing-impaired students only on directions normally read aloud to students.

Alternative Test Editions. Administer large-print or Braille tests, provide magnifying devices, or use templates to reduce the amount of visible print on the page. (Use of large-print or Braille should be appropriately coded on each student's answer sheet.)

NOTE: Use of modifications such as auditory aids (reading internal test directions and test items) and increase of time limits would invalidate the test results. Modifications must be limited to those listed above in order to have valid results.

Individual Exclusions from Testing. Excluding a student from the state testing program should be considered the most extreme form of test modification or accommodation. However, in some cases it may be inappropriate to test some students with severe learning or physical disabilities. In individual cases, it is important to strike a balance between accountability for providing a student with the "least restrictive learning (and testing) environment" on the one hand and, on the other, not requiring a student to participate in an inappropriate testing experience that produces invalid achievement information.

WEST VIRGINIA

State of West Virginia. (July, 1989). School laws of West Virginia. Charleston, WV. P. 33.

[Nothing in this document addresses accommodations.]

WISCONSIN

Wisconsin Department of Public Instruction. (1993). The testing of students with exceptional educational needs, students with disabilities, and limited-English speaking students: DPI guidelines for non-discriminatory testing. Madison, WI. P. 5-6.

Modifications to testing procedures

Although no modification may be made to the content of the test, itself, there are modifications that can be made to the procedures for administering the test. The modifications that are allowable do not change the test but allow the handicapped test-takers to show their true reading ability in spite of their handicap.

The following are examples of allowable modifications.

1. Time Modifications

- administer the test in shorter sessions with more breaks or rest periods
- space testing over several days
- administer the test at a time most beneficial to the student
- allow the student more time to complete the test

2. Environment Modifications

- administer the test in a small group or individual session
- allow the student to work in a study carrel
- place the student in the room or part of the room where he or she is most comfortable
- allow the special education teacher or aide to administer the test

3. Format Modifications

- use an enlarger for visually impaired
- give more practice tests or examples before the actual test is administered
- assist the student to track the test items by pointing or placing the student's finger on the items
- use sign language for directions and sample items
- allow use of equipment or technology that the student uses for other tests and school work

4. Recording Modifications

- have someone record the student's responses
- use a computer board, communication board, tape recorder, etc., to record responses

This is not meant to be an exhaustive list of modifications. Special education staff can be helpful in deciding or designing modifications that allow the students to demonstrate their ability. For assistance with other kinds of modifications, contact the appropriate program consultant within the Bureau for Exceptional Children at DPI. When modifications to testing are made, the non-standard administration procedures should be borne in mind when interpreting the test results.

WYOMING

Wyoming does not have a state assessment.